

# 2022 Annual Report to the School Community

School Name: Deans Marsh Primary School (1642)



- 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 of the previous calendar year 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 10 March 2023 at 11:21 AM by Russell Taylor-Shaw (Principal)

- This 2022 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 07 May 2023 at 09:33 AM by Liza Bush (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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

2022 was another year of fabulous opportunities for all students at Deans Marsh Primary School. Our School Council continued to lead the way through their hard work, positive attitudes and promotion of the school. All fundraising efforts went towards our new Super Shed Project which will be built in 2023. Our Building & Grounds committee ran working bees, planted trees for the Queen's Jubilee and opened our school's sensory trail. The strong connection between staff and parents was strengthened using home diaries, the move to a new online platform Compass, and by the return of student-led-conferences. In 2022, our enrolment went down from 52 students to 40, mainly due to a smaller cohort of Preps. Most students are still drawn from the township of Deans Marsh and surrounding areas, although we are now seeing more students from further afield, such as Winchelsea and Wensleydale due to positive word of mouth about our school. We feel our new website, our Facebook page, and fancy school sign are also making a positive difference with publicity and that when local families are looking for a school, we are the best option. Our transition program remained a thorough one, with kinder visits, formal transition days, and two small schools, big connections days with other year 6 students to support the move to secondary school.

Despite continued decreased enrolment, we prioritised maintaining our school's staff and 3 classroom structure. We had the equivalent of 4.7 full time teaching staff: 1 principal, 3.7 teachers and 1.9 education support staff. In 2022, we employed a new Indonesian teacher, who did a wonderful job engaging students to learn. We also had a fabulous new cleaner, join us midterm 1, as well as a new IT support worker. 2022 has continued to highlight the important role Deans Marsh Primary School plays in the local community, with close connections formed and deepened. Some examples of this are our involvement in a tree stump carving project, having two school representatives on the community hall steering committee, being part of the River Detectives Program, having senior students supporting the local playgroup, performing at the Music & Movement Festival with the help of Nic (Mr Circus), Our School "Christmas" Concert, Graduation events and the third year of the School Yearbook. Each year, we strive to make more connections with our community.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

2022 was our first year working with our new 4-year Strategic Plan. The first year of the plan formed our 2022 Annual Implementation Plan (AIP) which was divided into 5 priority goals. The overarching goal was around the new training our staff were undertaking in PLCs (Professional Learning Communities). We called this our overarching goal, as PLCs are becoming the structure for which all whole school teaching and learning change will be driven at our school. The next layer of goals were our 3 key learning goals of English, Maths and Wellbeing, with each of these goals tagged to a Professional Learning Leader. These leaders drove the work in our school via weekly PLC meetings and Curriculum Days. Lastly, our AIP was supported by a fifth underpinning goal around supporting our tier 2 and 3 students most in need, through tutoring, mental health support, and intervention.

Our staff continued to highly value professional learning to aid in their own career journeys. One important example of this was our Restorative Practises PD day, which we ran for our extended staff body as well as staff from neighbouring schools. School curriculum days being used to drive AIP goals is a positive thing and these were again scheduled during long weekends, to allow families to have a mid-term 4-day getaway to further support more regular school attendance. Our staff had access to even more relevant data to drive classroom directions, including regular Cold Writes, PAT Maths testing, the Resilient Youth survey, and Pivot student opinion surveys.

English and Maths remained the core subjects at DMPS, with staff striving to cater for the diversity in our student learning abilities. In English, we remained focused on Soundwaves for spelling, but aimed to use the program even more efficiently so we can cater for the range of student spelling abilities. 2022 saw us shift to VCOP for all year levels for a more "back to basics" approach to grammar and punctuation. Then, when our students have the basics in these areas, they can continue to make advances in their writing, which have been evident in our school's data over time. Our second year as part of the Primary Maths Specialist initiative saw more changes in the way we teach Maths, especially through open Maths investigations. A focus of this has been asking good questions and setting open tasks with a high floor and low ceiling, so all students can experience growth and success. To support this work, our school joined a Maths COP (Community of practice) with some other schools focusing on Maths.

In 2022, learning was again supported by a dynamic tutoring program, lead by our school tutor. This not only supported students in English and Maths, but provided confidence and a love of learning. Extension activities for students were offered through our tutoring program in term 4, as well as differentiated classroom programs, our clubs program of activities, the Australian Maths Competition (optional for Year 3-6s), as well as a range of other extra-curricular programs.

We again have placed great importance on exposing students to a range of curriculum areas. English and Maths were supported through our Inquiry Learning units and complimented by our specialist programs. Areas such as Science, Technology, History, Geography, Sustainability & Indigenous Perspectives were integrated into the learning through our Inquiry Learning through-lines. All students again have had opportunities to be immersed in a wonderful hands-on kitchen garden program with opportunities to harvest, cook and consume healthy food at school. PE became a specialist area in 2022 as we sought to continue to provide teachers with the correct amount of non-face to face time. This is an area where our school continues to shine, and the views of our parents, staff and students in annual surveys demonstrates this.

## Wellbeing

The wellbeing of our students remained a priority in 2022. Darwin, our school support dog, was joined in 2022 by Aslan, another puppy from Vision Australia. Both dogs tag team to support students across the school and warmly greeted students throughout each day, whilst giving students opportunities to train a potential seeing eye dogs. Our important partnership with the Resilience Project continued for a fifth straight year, with students continuing to build on their knowledge and skills around the importance of showing Gratitude, Empathy and Mindfulness (GEM) at school, at home, and in the community. This program, combined with RR (Respectful Relations) and the school values formed the majority of our health and wellbeing learning programs. For students deemed at risk in this area, we created a Making Connections program, where these students could choose an adult at school to have a regular 1:1 check in with to help provide strategies. Also, we had 2 staff complete SOLAR Kids training, aimed at supporting students who have undergone a traumatic experience, such as COVID. These are all areas that will need to continue to be priorities for DMPS students.

## Engagement

Student voice remained important to guide our school's directions. Our three student captains attended a leadership day to upskill them for the year ahead, and then successfully coordinated meetings with the JSC (Junior School Council) throughout the year to drive change. Of note, JSC coordinated a very successful Pet Day, two discos, a Crazy Hair Day, Book Week, a Pirate Day, Walk to School Day, Ride to School Day, as well as the Father's Day and Mother's Day stalls. Senior students continued to be valuable buddies to Preps as well as look after the chooks, sports shed, bins, and breakfast program. One of the biggest positives that I personally took away from 2022 was how every individual student was supported by staff and peers at their point of need. Deans Marsh Primary School certainly is a school for all students.

## Other highlights from the school year

2022 featured some wonderful events aimed at strengthening student connections to school as well as deepening their learning connections to the world beyond school. These events provide highlights for students and opportunities to live and learn together in our community. Some events to highlight include:

- Camps: The first camp was a unique educational camp to Sovereign Hill which was very successful, with students from Years 3 to 6 joining our fellow CARS schools and having some wonderful highlights to share and learn from. We then ran a second camp through the positive start program to Cave Hill Creek for all Year 2-6 students, which was another fabulous opportunity. Lastly, eight of our Year 5-6 students were selected to attend Somers Camp in term 4, which rounded out a very busy year for camps.
  - Excursions and Incursions: The positive start program supported us to run a range of excursions and incursions to compliment and strengthen our classroom programs. This included a fabulous comic art day with local artist, Fingle Sin, a trip to the MCG Sports museum, a robotics session, as well as several online incursions.
  - Sports: Whole school swimming, athletics and cross country were again important events for our P-6 students to stay active and involved. Many of our senior students also made the most of a range of sporting opportunities to represent our school at events. This included tennis, football, netball, golf and basketball where we often joined with fellow Polwarth schools; Beeac, Carlisle River & Alvie to ensure we had enough players. We also had a whole school excursion to the Birregurra Golf Day, which was supported by golf members. With all sporting events, our emphasis is on skill development, participation, and enjoyment rather than winning. It is great to see our school pride on display on the sporting field.
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## Financial performance

Our overall school's financial position remained stable in 2022. With significantly fewer enrolments, we relied on our previous surplus funds to ensure we could run our current staffing model whilst not going into financial deficit. This surplus carried over from previous years, will ensure that despite a further small decrease in enrolments, we can maintain our staff workforce across 3 classrooms into 2023. Often external funding sources received are minimal due to our school size, including equity, tier 2 disability inclusion funding, and the schools Mental Health Fund. Various other grants were therefore sought and utilised effectively, including Primary Maths and Science Specialists, and Sporting Schools funding, for swimming and golf. Opportunities for our students and families remain extensive despite budget restraints, and we continue to make DMPS the best school it can be.

**For more detailed information regarding our school please visit our website at**  
<https://www.deansmarshps.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 2.0 (FISO 2.0).

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 40 students were enrolled at this school in 2022, 17 female and 23 male.

0 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).

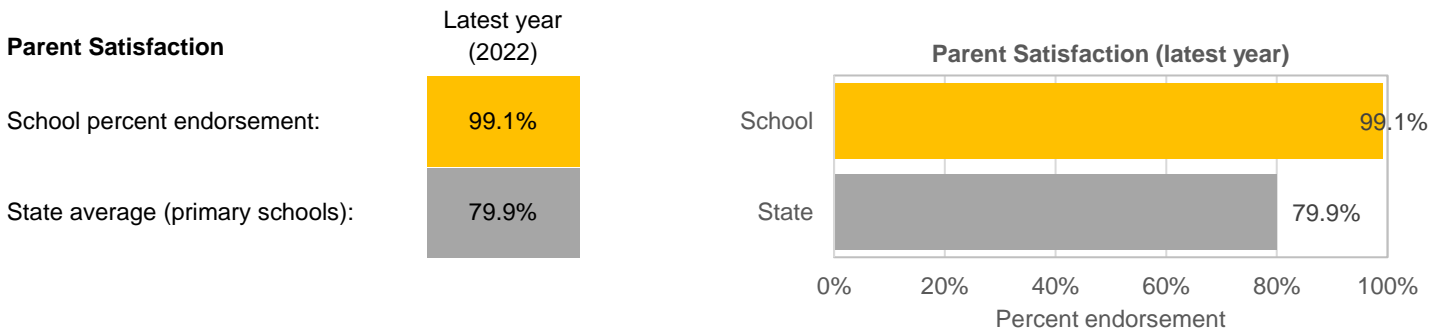
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

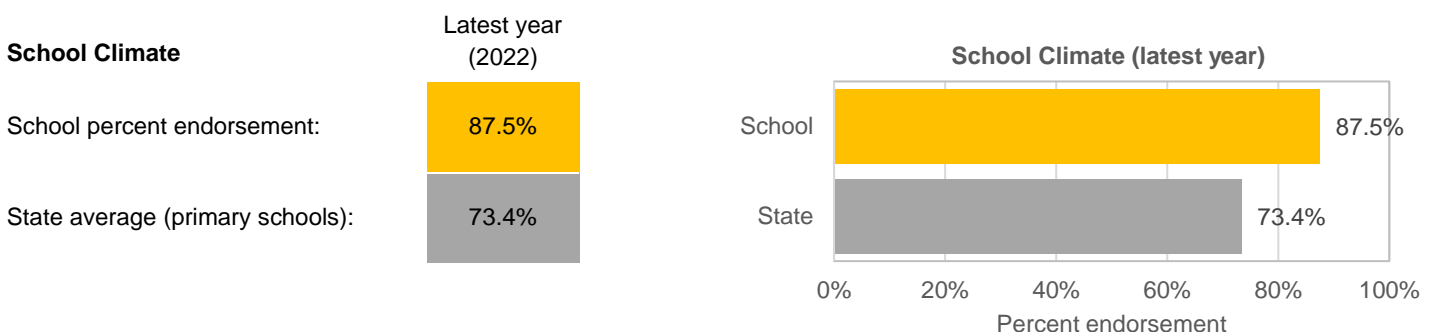


### School Staff Survey

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.





## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

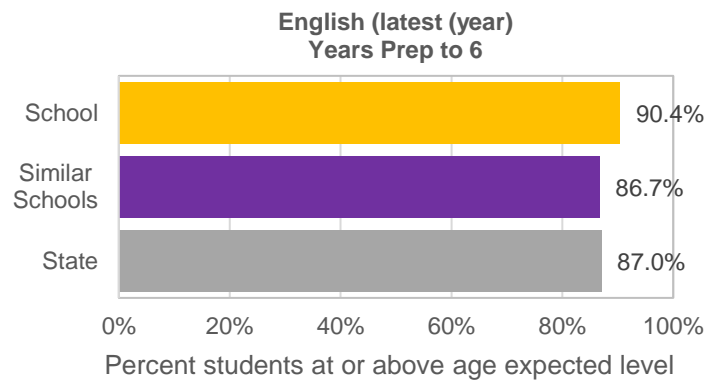
90.4%

Similar Schools average:

86.7%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

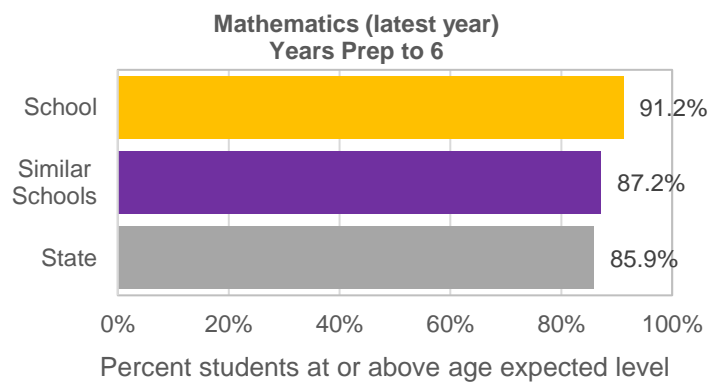
91.2%

Similar Schools average:

87.2%

State average:

85.9%





## LEARNING (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.

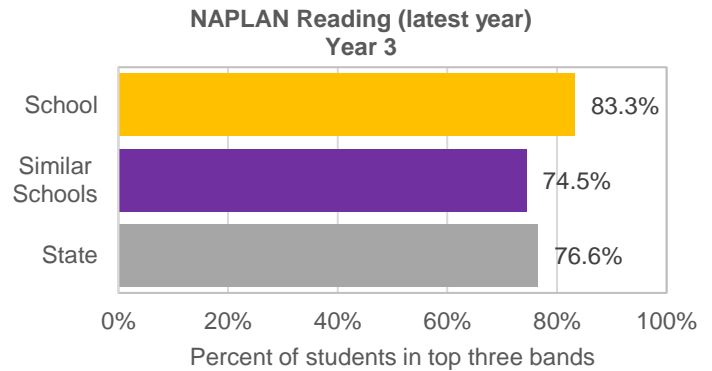
### NAPLAN

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 2019, 2021 and 2022 data.

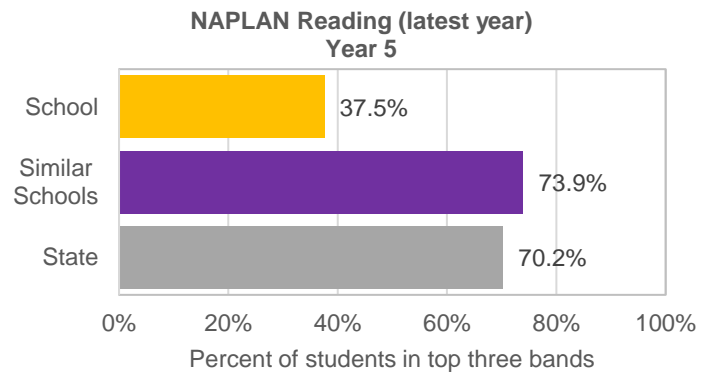
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	72.7%
Similar Schools average:	74.5%	75.5%
State average:	76.6%	76.6%



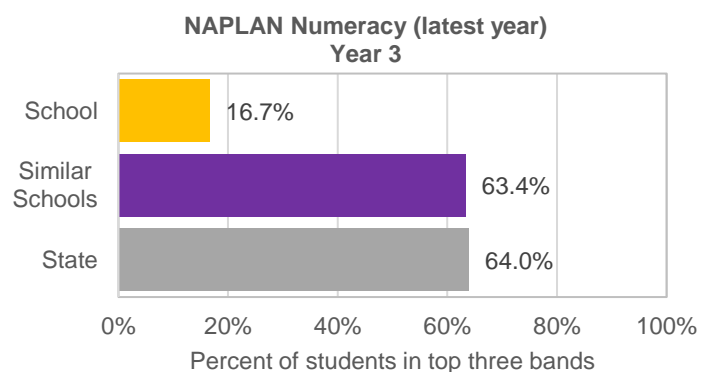
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.5%	48.1%
Similar Schools average:	73.9%	69.5%
State average:	70.2%	69.5%



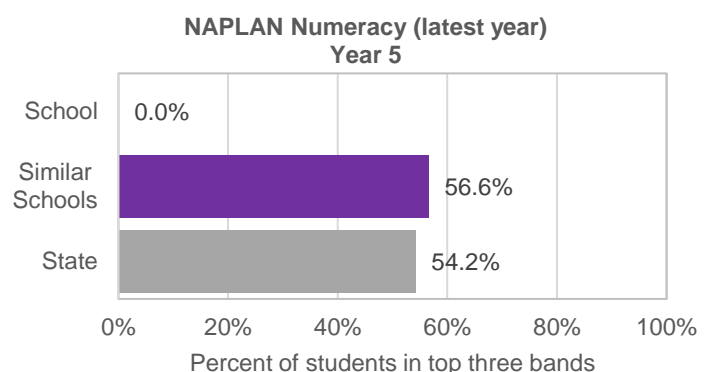
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	16.7%	40.9%
Similar Schools average:	63.4%	66.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	0.0%	25.9%
Similar Schools average:	56.6%	57.3%
State average:	54.2%	58.8%



## WELLBEING

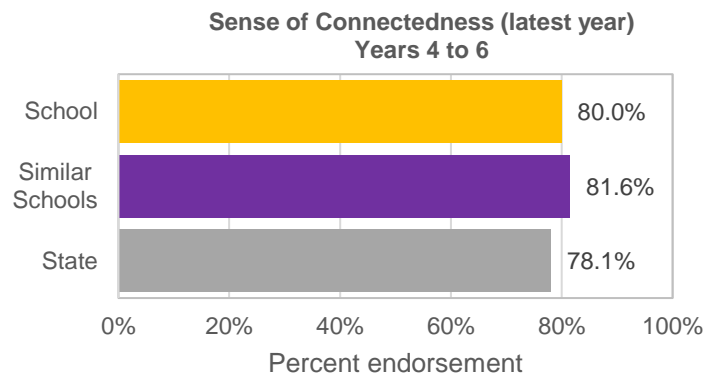
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School percent endorsement:	80.0%	79.1%
Similar Schools average:	81.6%	82.0%
State average:	78.1%	79.5%

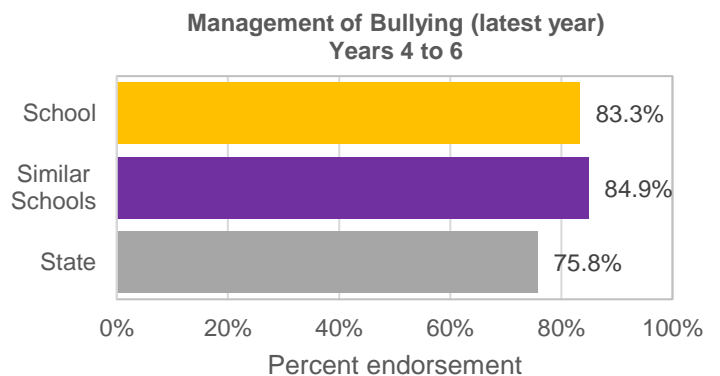


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	83.3%	82.1%
Similar Schools average:	84.9%	85.3%
State average:	75.8%	78.3%



## ENGAGEMENT

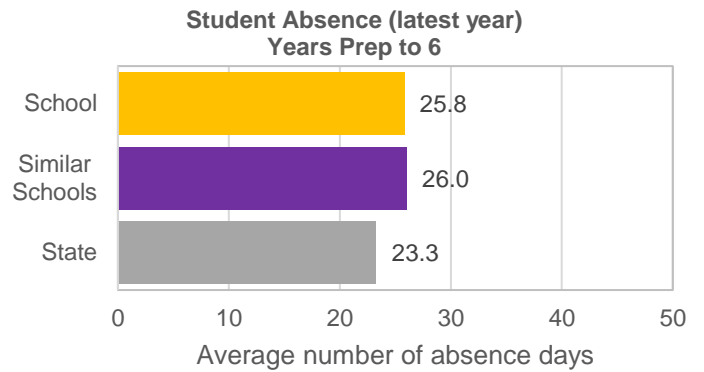
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.8	22.4
Similar Schools average:	26.0	18.3
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDP	90%	NDP	89%	91%	89%	76%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$687,132
Government Provided DET Grants	\$137,309
Government Grants Commonwealth	\$8,630
Government Grants State	\$0
Revenue Other	\$18,798
Locally Raised Funds	\$36,488
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$908,355</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$622,938
Adjustments	\$0
Books & Publications	\$222
Camps/Excursions/Activities	\$29,299
Communication Costs	\$380
Consumables	\$21,500
Miscellaneous Expense <sup>3</sup>	\$4,959
Professional Development	\$5,645
Equipment/Maintenance/Hire	\$9,980
Property Services	\$25,497
Salaries & Allowances <sup>4</sup>	\$76,177
Support Services	\$10,281
Trading & Fundraising	\$6,131
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$6,742
<b>Total Operating Expenditure</b>	<b>\$819,752</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$68,604</b>
<b>Asset Acquisitions</b>	<b>\$0</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 25 Feb 2023 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 2022**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$153,809
Official Account	\$22,282
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$176,091</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$29,802
Other Recurrent Expenditure	\$1,278
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$27,902
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$17,600
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,842
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$45,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$127,425</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.*