

2022 Annual Report to the School Community

School Name: Docklands Primary School (5573)



- 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 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 29 March 2023 at 02:43 PM by Adam Bright (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 29 March 2023 at 02:58 PM by Susan Blayney (School Council President)

How to read the Annual Report

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.

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)

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.

'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 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

School context

Docklands Primary School caters for the students and families from the growing inner-city Melbourne community, welcoming students from Foundation to Grade 6. Boasting a wonderful architectural design and proximity to the city of Melbourne, our school offers a unique educational opportunity. Our school incorporates modern integrated learning spaces, a library, an arts precinct, outdoor learning terraces and a competition-grade indoor court for basketball and netball. An on-site Early Learning Centre with two kindergarten rooms supports the smooth transition from pre-school to primary school.

We are fortunate to have a welcoming, friendly and caring environment supported by a strong community that enables and encourages our students to achieve their highest potential. We are passionate about providing students with opportunities that develop their knowledge, skills and character. Our goal is to encourage students to learn new things, embrace the many opportunities presented to them while instilling a lifelong love of learning

School Mission: We exist to put every student on the path to success. We put student learning at the heart of all we do with an unwavering focus on developing students' knowledge, skills, and character.

School Vision: We establish a culture of excellence in two related ways: by providing an outstanding education for every student in our care, and by growing great educators.

Docklands Primary School's values are Excellence, Integrity, Courage and Kindness:

Excellence: By setting high expectations for ourselves and others, we strive for excellence in all we do.

Integrity: Driven by a sense of moral purpose, we take a stand for what is honourable and right.

Courage: When faced with the uncertainties, doubts and challenges of life, we choose courage.

Kindness: We show care to ourselves and others, because we know that the echoes of kindness are without end.

In 2022 there were 396 students enrolled at the school and the school had; 1 Principal, 1 Assistant Principal, 2 Learning Specialists, 16.8 Generalist Classroom Teachers, 3 Specialist Teachers and 8 Education Support staff. We had 0 Aboriginal or Torres Strait Islander staff. All staff were allocated relevant duties to support improved student learning outcomes and achieve to goals set out in our Annual Implementation Plan.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Docklands Primary School's second year, emphasis was again placed on developing a documented and viable curriculum across the school in order to maximise the learning of all students. We continued our focus on Reading, as we know reading is the foundation for the future learning for our students. We also focused heavily on the development of our Mathematics instructional model and the introduction of the Prime curriculum.

To achieve this we made every effort to build our teachers capacity through weekly Professional Learning Meetings, lead by our instructional coaches. The targeted professional learning included, Docklands Primary School Instructional Playbook, Synthetic Systematic Phonics Program (Sounds Write), Spelling (Spelling Mastery), Handwriting, Fluency, Comprehension, Writing (The Writing Revolution), Explicit Teaching, Prime Maths Curriculum and Guided Practice in Maths.

We extended our Literacy Intervention program and it continued to be highly successful with students receiving high quality instruction, from trained educators on a regular basis. The Sounds Write Program was used as the basis for Intervention sessions, with a strong link to the teaching and learning program in the classroom. In 2023 we will expand our Response to Intervention Model to include Mathematics and English as an Additional Language.

Our 2022 teacher judgement data indicates that we are reporting at or above the state average in both English and Mathematics. This data is also comparable to similar schools. For Reading, we reported 95% of students at or above the expected level, compared to the state mean of 87%. For Writing, we reported 93% of students at or above the expected level, compared to the state

mean of 82%. For Number, we reported 95% of students at or above the expected level, compared to the state mean of 86%.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Wellbeing

In 2022, Docklands Primary School continued to develop our Positive Behaviour Support approach. This included the appointment of a Positive Behaviour Support Instructional Coach to lead curriculum, provide professional learning and coach teachers and staff. School documentation was refined and now includes a Positive Behaviour Support Instructional Playbook. We have made progress in the development of our school wide expectations, routines and behaviour support systems.

Our Student Attitudes to School Survey (AtoSS) indicated that we needed to strengthen our practices in some areas, including; Stimulate Learning, Sense of Confidence and Managing Bullying. These results were built into the work of the Positive Behaviour Support Team and whole school planning has been strengthened to address these areas moving forward, including the implementation and maintenance of our Start Up program.

The appointment of a Social and Emotional Learning (SEL) Leader in 2022, allowed for stronger commitment to our SEL Curriculum. The Respectful Relationships program forms the bedrock of our SEL curriculum and gives students the appropriate learnings and strategies in relation to the social and emotional learning.

According to the School Staff Survey, we reported 88% for Staff Wellbeing, compared to the state mean of 69%.

In 2023, strategies that we will implement to further develop wellbeing at Docklands Primary School include:

- Development of a Disability Inclusion Model
- Expansion of Allied Health professionals working onsite, including Disability Inclusion Leader, Occupational Therapist and Speech Pathologists
- Use of data collection, tracking of behaviours and a school-wide response to collective improvement
- Development of a House Program, including student leaders for each house
- Expansion of lunch time clubs

Engagement

Student engagement is an enormous focus for Docklands Primary School and we know that students will have higher learning outcomes when they are engaged in the school setting. Our community is quite diverse, with a large number of students from culturally diverse backgrounds. 72.04% of our students speak a language other than English at home and we have a very transient student population.

In 2022, Docklands Primary School formed a Parent and Friends Association, parent volunteer groups hosted a number of community events, including school disco, athletics day, fundraising events, such as Freeze MND, Royal Children's Hospital and Jump Rope for Heart. We also commenced our extra-curricular offerings, including lunchtime clubs and after school sport sessions run by Kelly Sports. We have developed a strong relationship with the Docklands Sports Club and our students make up the majority of their members.

Our Prep cohort come from over 20 different kinder providers in the local and surrounding areas. This provides a challenge in forming strong connections with each of the settings. We were able to make connections with all Kinder providers to gain information to support our new students in transitioning to school. Our Grade 5 students attend our co-located Kindergarten for twice weekly buddy sessions. The Kinder children were able visit the school for a transition program during Term 4, which greatly supported their transition into primary school.

We value parents as partners in our students learning and provide fortnightly learning snapshots that highlight the curriculum in English, Mathematics, Humanities and Science. Our families really value these snapshots as they provide an insight into what their children are learning at school.

Our attendance data of students with 20+ days of absence is at 37%, compared to the state mean of 44%. There are a small number of students who have high levels of absent days, and we have worked closely with the families through student absence meetings. We have seen a positive impact from these meetings. In addition to this many of our families went on extended family holidays as international borders reopened. Many of our families returned to India for the first time in 3 to 4 years to see their extended families. We also have families who arrive after learning has commenced each morning and have been working closely with these families to improve punctuality.

Strategies that we use to promote attendance at Docklands Primary School include:

- Promotion of attendance through assemblies, newsletters and Compass notifications
- Second day absence notification calls
- Regular positive reinforcement of attendance by all classroom teachers
- Continued messaging of the importance of consistent attendance with parents

Other highlights from the school year

After the COVID-19 pandemic forced us to cancel our 2021 camp programs, our students in Grade 3-5 were ecstatic to attend the first ever Docklands Primary School camp at Camp Wyuna in Queenscliff. The camp was filled with exciting activities, from camp cooking to archery, and students were able to make up for lost time with their friends. The school ensured that all necessary safety measures were taken, and the camp was a resounding success, providing a rich program and many activities that our students had never completed before.

We are also pleased to report on the successful establishment of our Parents and Friends Association (PFA). The PFA has brought together parents, teachers, and community members to enhance the learning experience for our students. The student disco, organised by the PFA, was a memorable event filled with music, dance, and fun. We look forward to continued collaboration and engagement with our school community through the PFA.

We were excited to announce the resumption of school excursions after COVID-19 restrictions. After much anticipation our Preppies had a fun and educational day at a local farm, learning about animals, crops, and engaging in hands-on activities. Our students also enjoyed visits to museums, art galleries, and historical sites, all with safety as our top priority. We are proud to have provided valuable educational experiences for our students while ensuring their health and well-being.

Our school held its first-ever Athletics Day with great enthusiasm and participation from all students. The event provided an excellent opportunity for students to showcase their athletic abilities, sportsmanship and team spirit. With a variety of track and field events, the day was filled with fun and excitement for everyone. It was a memorable experience and we look forward to continuing this tradition in the years to come. We had significant contributions from local business and the parents and friends association to ensure the smooth running of the event.

Financial performance

Extensive effort was made to prepare our Financial Management Plan by using a careful and detailed approach to budgeting. This is evident in our confirmed surplus of \$1,166,064.

Procurement was targeted at items and programs based around the school's Strategic Goals and Annual Implementation Plan focusing on literacy, numeracy and wellbeing. Significant expenditure was made to purchase resources in line with our knowledge rich curriculum, staff professional development in Soundwrite training and mathematics resources based on a concrete pictorial abstract model. Significant expenditure was made to resource our Prep – Grade 6 Science curriculum.

After extensive student and community engagement, the School Values were developed and implemented. A branding company was contracted to provide interactive signage and documentation to visually display the school values for the entire school community. As we are a new school, expenditure in this area will continue over the next few years.

In addition to our SRP, the school received significant revenue from ISP for Overseas Fee-Paying Students attending DPS throughout 2022.

The generosity of our school community for educational items, camps, excursions as well as donations from the wider community have all contributed to our healthy surplus which will be carefully spent to ensure the best student outcomes for our entire school community.

The school also received significant revenue for the hire of our school facilities (Multi-Purpose Centre) in conjunction with Team Kids OSHC Licence Agreement.

The school further received funding from Sporting Schools to implement a Hockey program for 65 participants over four sessions. The program was very successful in broadening student knowledge and teaching students the fundamental basics of the sport.

Details of any contracts, agreements or arrangements entered into by the school council.

- Normark – Landscaping (Grounds & Maintenance)
- Kone Elevator Contract (Lifts)
- Bayside Fires Services (Fire Safety Compliance)
- Assa-Abloy Maintenance Agreement - Automatic Doors (when finalised)
- Project Plumbing Service Agreement (hydraulics)
- Conte – Mechanical / Air-con (Mechanical)
- Spartans MSD Basketball (MPC Hire)
- TeamKids (OSHC)

For more detailed information regarding our school please visit our website at <https://www.docklandsps.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 401 students were enrolled at this school in 2022, 196 female and 205 male.

68 percent of students had English as an additional language and 1 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).

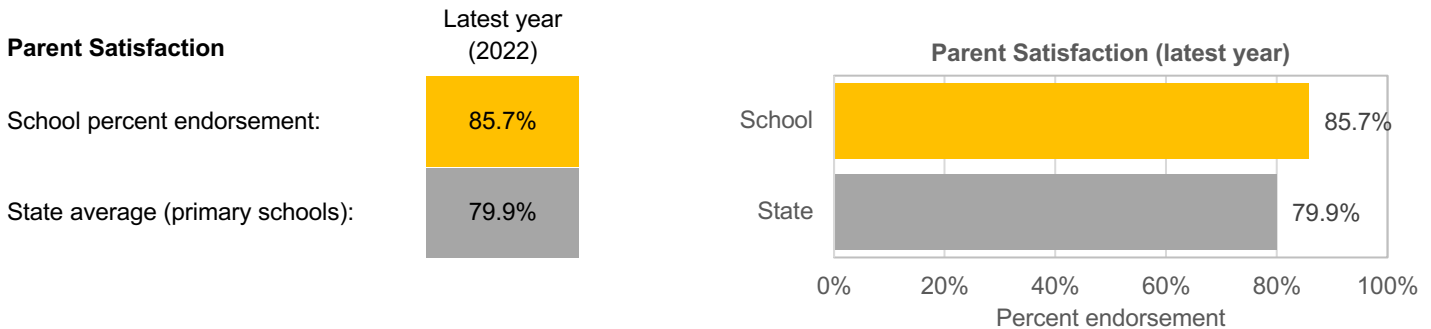
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

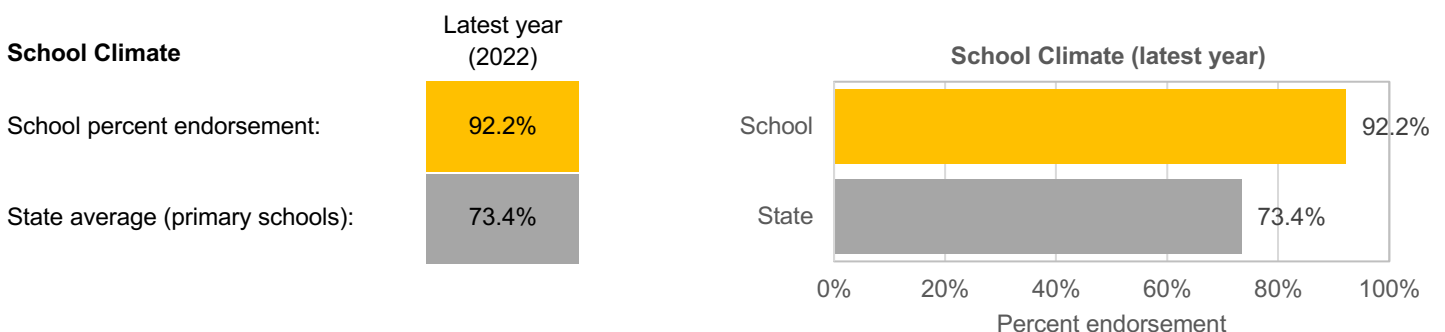


School Staff Survey

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:

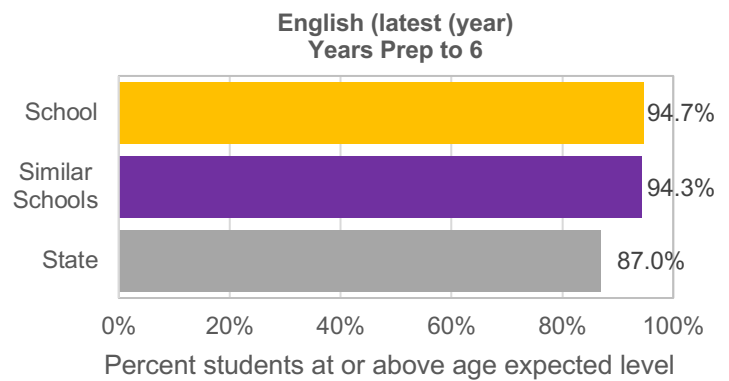
94.7%

Similar Schools average:

94.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

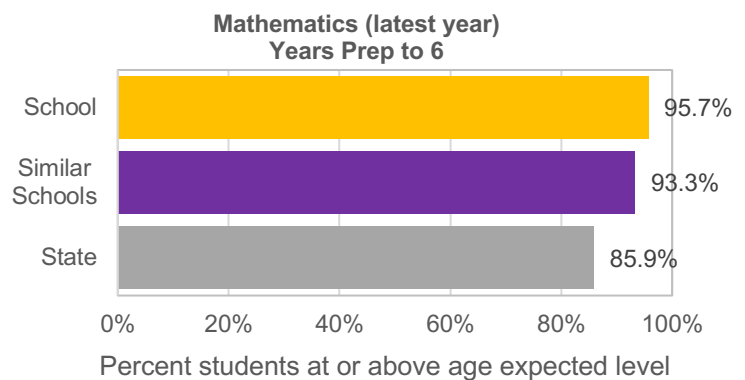
95.7%

Similar Schools average:

93.3%

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.

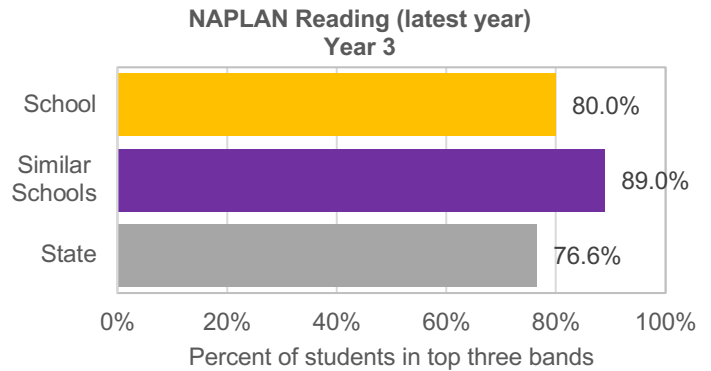
NAPLAN

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.

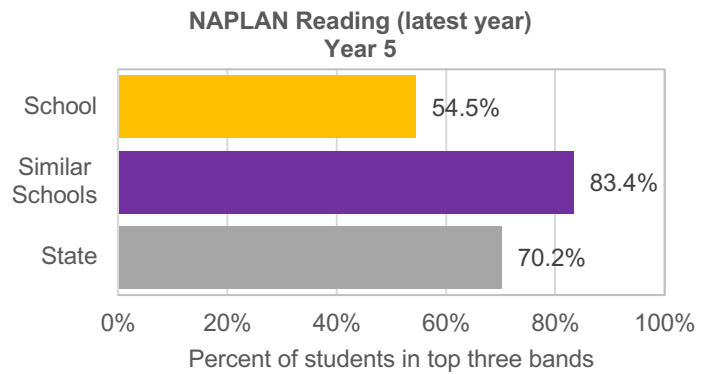
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 80.0% | 73.1% |
| Similar Schools average: | 89.0% | 89.3% |
| State average: | 76.6% | 76.6% |



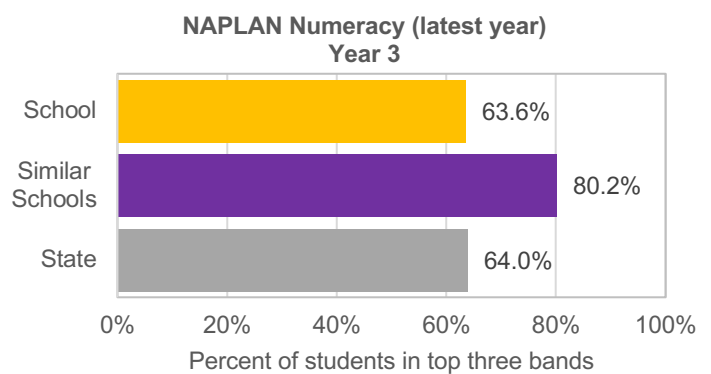
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 54.5% | 59.5% |
| Similar Schools average: | 83.4% | 84.0% |
| State average: | 70.2% | 69.5% |



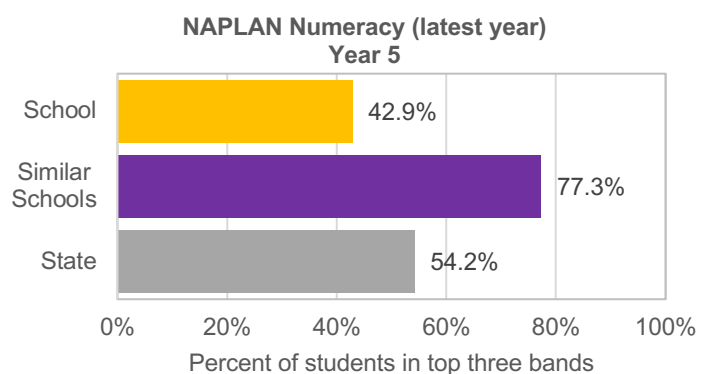
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 63.6% | 58.2% |
| Similar Schools average: | 80.2% | 83.6% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 42.9% | 51.2% |
| Similar Schools average: | 77.3% | 80.4% |
| State average: | 54.2% | 58.8% |



WELLBEING

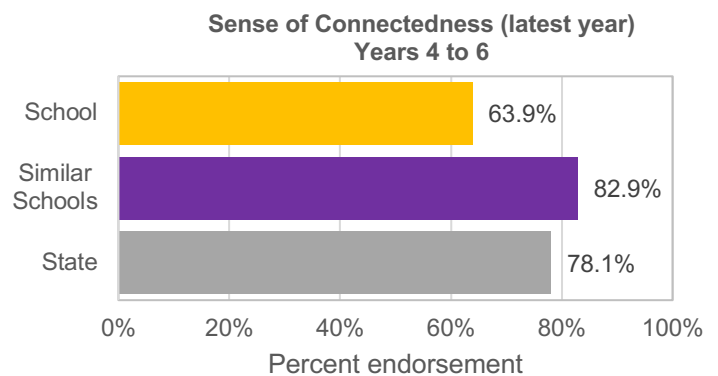
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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: | 63.9% | 67.5% |
| Similar Schools average: | 82.9% | 84.1% |
| State average: | 78.1% | 79.5% |

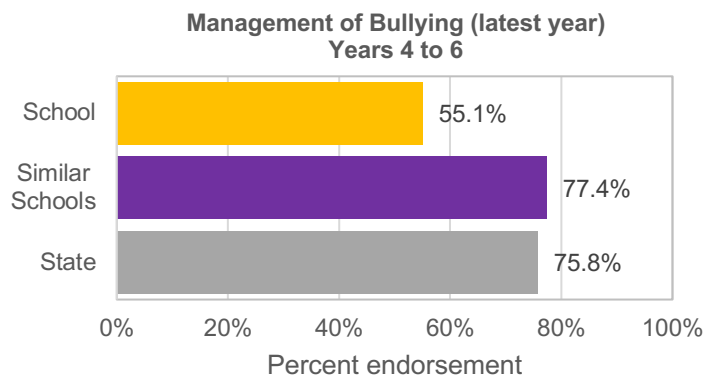


Student Attitudes to School – Management of Bullying

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: | 55.1% | 56.0% |
| Similar Schools average: | 77.4% | 80.1% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

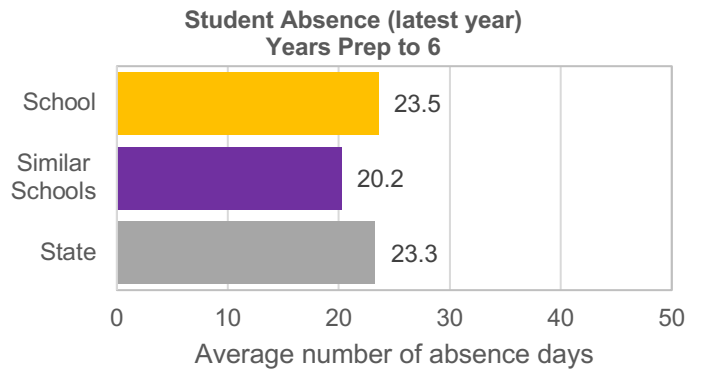
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 23.5 | 19.2 |
| Similar Schools average: | 20.2 | 14.6 |
| 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): | 89% | 87% | 89% | 87% | 91% | 90% | 85% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,516,129 |
| Government Provided DET Grants | \$716,229 |
| Government Grants Commonwealth | \$5,971 |
| Government Grants State | \$0 |
| Revenue Other | \$25,915 |
| Locally Raised Funds | \$322,932 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$4,587,176 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$10,537 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$1,937 |
| Equity Total | \$12,474 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,480,623 |
| Adjustments | \$0 |
| Books & Publications | \$17,661 |
| Camps/Excursions/Activities | \$86,136 |
| Communication Costs | \$8,058 |
| Consumables | \$173,579 |
| Miscellaneous Expense ³ | \$77,119 |
| Professional Development | \$34,876 |
| Equipment/Maintenance/Hire | \$112,636 |
| Property Services | \$70,917 |
| Salaries & Allowances ⁴ | \$86,762 |
| Support Services | \$127,642 |
| Trading & Fundraising | \$1,526 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$99,054 |
| Total Operating Expenditure | \$4,376,588 |
| Net Operating Surplus/-Deficit | \$210,588 |
| Asset Acquisitions | \$36,253 |

- (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 26 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

| Funds available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$1,081,040 |
| Official Account | \$36,659 |
| Other Accounts | \$0 |
| Total Funds Available | \$1,117,698 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$144,493 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$700,250 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$844,743 |

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.