

2017 Annual Report to the School Community



School Name: Diamond Creek Primary School

School Number: 1003

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Diamond Creek Primary School sets a clear vision that places students at the centre and embraces effective learning and teaching as its core purpose. Learning experiences are scaffolded, engaging and robust and are designed against rigorous standards and targets for student achievement.

The school aims to provide a stimulating, safe, happy and caring environment delivering quality education that promotes personal growth and enthusiastic learners. All students are given the opportunity for individual development in a supportive learning environment that encourages positive self-esteem, personal excellence and uniqueness. The school Values of Respect, Cooperation, Persistence and Striving for Excellence are used to prepare and support our students, as they become positive and thoughtful citizens within their community. The Values are the foundation to our school-based personal and social development programs.

The importance of learning is emphasised in our programming and students are encouraged to discover, question and create. A stimulating and varied curriculum caters for the individual learning needs of each student and provides many varied opportunities for success. Students are challenged and inspired to develop a lifelong engagement with learning and are supported by their achievements and effort being recognised and celebrated. Specific emphasis is placed on individual development in English and Mathematics and additional assistance and extension is offered to students in need.

The Inquiry process is the approach used to create authentic and engaging learning experiences across the whole curriculum, which connect with the interests and experiences of students. Programming is based on a Thinking Curriculum where learning styles are explored, and an awareness of thinking developed. As successful learners, students develop the skills of critical and creative thinking. Programming encourages students to be enterprising and adaptable and to grow in confidence, enabling the use of purposeful higher-order thinking strategies.

Information and Communication Technologies are an integral part of student experiences where learning seamlessly extends beyond the local school environment to the broader global community. Modern, purposefully designed learning spaces promote a collaborative learning experience for students, enhanced by a plentiful array of technological tools in addition to our BYOD 1:1 iPad program for our year 5 and 6 students.

Complementing the high quality classroom curriculum is a comprehensive range of specialist programs, which incorporates The Arts, with dedicated classes in Language Arts (Italian), Visual Arts and Performing Arts (including Music and Drama) and also Library, Physical Education and Sport. Specialist teachers are provided in these curriculum areas where students are challenged to extend themselves through the outstanding programs provided.

In addition to this, Diamond Creek Primary School is a Science Specialisation school. This dimension has extended our learning and practices in science teaching and has also enhanced our children's engagement and achievement in science.

Diamond Creek Primary School is situated on a large and well-maintained allotment. There are five main buildings which were each constructed at different times, uniquely reflecting the history of the school's development. A walk through the school is a walk through history with the original Diamond Creek Primary School building, constructed in 1870 still being used productively as it houses classrooms. The Art room and multipurpose room, (incorporating the Performing Arts / Languages facility and the Before and After School Care facility), along with another established learning area have all been constructed at various stages throughout the life of the school, and the newest added this year, in 2017. Over the past few years the school has undergone significant renovations, which has raised the standard of each of the learning spaces to be of highest quality.

Students, families and staff are very proud of the attractive, natural school setting and the individuality of each of the buildings. The entire community works together to ensure they are well maintained, as are the grounds and picturesque gardens.

The Diamond Creek Primary School grounds are spacious and generously provide room for all types of play and outdoor experiences. Included is a full sized basketball court, a synthetic-grass oval, four adventure playgrounds which are purpose-built for different play challenges, shaded areas including the central courtyard, gardens and veranda areas. There is also a landscaped veggie patch area, hot house, wetland areas, bat tennis courts, rebound walls, and a number of hard surface areas suitable for ball games, skipping and many other outdoor activities.

Diamond Creek Primary School is committed to a dynamic learning community, fostering collaboration and a collective responsibility for all students. This is reinforced by strong and productive partnerships with families and the wider community.

The school has again grown in enrolments over the past year and currently stands at 233 students. The staff of 25 consists of 1 Principal class, 1 part time leading teacher, 13 full time Teacher class, 4 part time teacher class and 6 Education Support Staff (1 full time office staff member and 5 part-time integration aides). The level of experience within the teaching staff ranges from graduate to very experienced teachers of many years practice. The office manager ensures that parent requests, questions and general needs are addressed in a timely manner. The integration aides ensure that the requirements of our Students with Disabilities are met and that the teachers are supported in delivering a curriculum, which best caters to the diverse needs of these students, offering them equal access to the curriculum.

The average class size in 2017 was 17.6 students in the F-2 levels, and 19.8 students for the 3-6 levels; with the three Foundation classes even lower (3 grades of 12 or 13 students) to offer the very best possible start to the students' education.



Framework for Improving Student Outcomes (FISO)

We continued to address the Improvement Priority of 'Excellence in Teaching and Learning', including both the 'Building Practice Excellence' and the 'Curriculum Planning and Assessment' as we aim to continue the resultant improvements produced through our specific focus on student Writing achievement outcomes; NAPLAN data again showing a trend of improved high and medium relative growth in Writing. We also aim to focus more explicitly on raising student achievement outcomes in Mathematics to ensure that we also experience strong high and medium relative growth in this area of the curriculum.

Through our focus on 'Excellence in Teaching and Learning' teacher capacity will be further developed to ensure teachers:

- are clear about what students know, what they need to learn, what to teach, and how to measure progress
- plan curriculum and programs taking into account differentiated student learning needs
- employ ongoing and authentic assessment tasks, which will provide accurate information for teachers, parents and students regarding their performance
- manage data to inform teaching and learning experiences, accurately detailing each child's learning narrative

Achievement

Teacher assessment against the standards in the Victorian Curriculum demonstrates that in 2017 our students performed above the state median for Primary Schools and beyond the middle 60% range in both English and Mathematics. A similar pattern is evident from the NAPLAN data for years 3 and 5.

2017 Year 5 NAPLAN results place this cohort above the Victorian Government School's median and within the middle 60% range in Reading and Numeracy, this reiterated in the four-year averages in these areas of the curriculum for this year level.

2017 Year 3 NAPLAN results show this cohort to be well above the Victorian Government School's median in Reading and rating high, well beyond the middle 60% range; with the four year average also well above the median. This cohort is also well above the Victorian Government School's median in Numeracy and rating just beyond the middle 60% of Victorian Government Schools, with the four-year average performance demonstrating the same pattern.

The NAPLAN learning gain from Year 3 to Year 5 shows a greater percentage of growth in the medium and high ranges in Reading, Numeracy, and Spelling. There are small deviations in the medium and high ranges for Writing and Grammar and Punctuation, with a slight regression in the data in these areas. Performance in Numeracy and Reading has risen particularly, with medium/high ratings increasing by 21% and 18% respectively. Our aim in all areas is to continue the shift to high learning gain for all students.

The Strategic Plan has targeted whole school improvement in English and Mathematics. The introduction of the 'Write to Read' program over the past years, as a prominent strategy focusing on Writing and Spelling, has proven very effective from Foundation to Year 6 as evidenced by the improvements in the percentage growth data. The school has continued the focus on Writing by incorporating the 'Big Write and VCOP' strategies (vocabulary, connectives, openers and punctuation) from Foundation to Year 6, which is also promoting strong relative growth in these areas (Writing, Spelling and Grammar and Punctuation).

We focus on differentiating curriculum and explicit teaching at a point of need in English and Mathematics, incorporating small group and individual instruction to ensure that we continue to perform above the state median and to assist us as we strive to perform at similar levels or higher than the schools comparison.

Professional learning for staff remains a priority.

A variety of data including NAPLAN results and on-demand testing, with other forms of assessment is used to formulate student learning plans, and for those students where additional support is required, Individual Learning Plans are developed.

Engagement

Student attendance rates are favourable in comparison with similar schools, with 2017 attendance rates between 90% and 95% for the various year levels.

Attendance levels whilst still admirable, have remained within this percentage range over 2017 due to a large number of extended family holidays and some other chronic and critical family circumstances, which have affected student attendance and increased student absences.

The staff has continued to promote the messages that "Every Day Counts" and "Its Not OK to Be Away" and has endeavoured to support families for which regular attendance and punctuality may be a problem. Student attendance and punctuality issues are monitored using data from eCases. Any student/family around which there is concern is dealt



with following the DE&T school attendance guidelines procedures.

Student attitudes to school have continued to improve each year over the past seven years and continue to exceed the comparative data for similar schools in the 'Sense of Connectedness'. Ratings in the 2017 Student Attitudes to School Survey continue to reach strongly into the 90% and above with positive responses, with most in the high 90%^s. This valuable student feedback is used to determine action for improvement.

Student Cognitive Engagement data from the 2017 Parent Opinion Survey presents strongly with an average rating of 80% positive responses.

By differentiating the curriculum and teaching to a point of need, by emphasising learning in English, Mathematics and Science and by integrating Information and Communication Technologies, learning opportunities are greatly enhanced. By offering a variety of extra curricula activities we strive to ensure that our students' learning needs are being met. In addition to that we employ a positive approach to behaviour management, a holistic approach to student support, and encourage our parents and families to be actively involved in, and supportive of their child's school experience therefore promoting greater levels of student engagement and enjoyment at school.

Student leadership programs continue to be enhanced to develop leadership skills, awareness and student voice to enable students at Diamond Creek Primary School to make a positive difference to this school and to the wider community.

Wellbeing

Diamond Creek Primary School will continue to develop student wellbeing, confidence and emotional intelligence. The school values of Respect, Cooperation, Persistence and Striving for Excellence, are well embedded through our 'Diamond Kids' wellbeing program using a proactive approach to skilling students in the area of social and emotional intelligence. Our work in the 'Kids Matter' initiative further strengthens this. Our aim is to develop happy, resilient and respectful students.

Our unified and consistent Positive Approach to Behaviour Management promotes responsible students prepared to act as appropriate role models for others, developing their individual and communal responsibility for desirable behaviour.

Student Attitude to School Wellbeing data continues to rate strongly maintaining positive growth in student attitudes in this area. The 'School Safety' factor rating (including Managing Bullying) shows our school rating high with an average rating of 90%; well into the fourth quartile. The 'Management of Bullying' Rating sits well above the state mean and well beyond the middle 60% range and is very favourable in the school's comparison with DCPS rating higher than similar schools in the positive responses rated.

Our school maintains strong positive relationships with a growing number of local pre-schools and child-care centres and feeder secondary schools.

We continue to offer an extensive pre-school to Foundation transition program which is continually enhanced to incorporate elements such as: individual school tours for families, providing information kits and information sessions, running orientation activities for pre-school children, implementing buddy programs and organising visits and activities with the local pre-schools. Diamond Creek Primary School students visit the pre-school facilities for shared activities and the visits are reciprocated as the pre-school students visit school.

Our year 6 to 7 transition prepares our students well for secondary school as we endeavour to pass on comprehensive information to the secondary teachers. In addition to this we embrace any opportunity to participate in programs offered by the secondary colleges for our students. We also participate in staff programs and collaborate in events to draw the schools closer together as we accent our common focus – the students.

We have accommodated those students on the Program for Students with Disabilities by offering a more extensive orientation program as required, and have developed a rewarding connection with the local special school facility.

Within our school we endeavour to increase our teachers' understanding of students in their new classes each year. We collect and represent student achievement on a database, which is continually updated. This database is used by teachers to track student progress, heighten their awareness of their students' needs and thus informs their teaching.

We continually improve our 'hand over' protocols from year to year and are increasing the number of transition opportunities as our students progress from one level to another within the school.

For more detailed information regarding our school please visit our website at
[http:// www.diamondcreekps.vic.edu.au](http://www.diamondcreekps.vic.edu.au)



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 220 students were enrolled at this school in 2017, 97 female and 123 male.</p> <p>2 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). 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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>60%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>64%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>52%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>63%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>59%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	60%	16%	Numeracy	24%	64%	12%	Writing	19%	52%	30%	Spelling	19%	63%	19%	Grammar and Punctuation	19%	59%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>91 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	91 %	94 %	92 %	94 %	92 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	91 %	94 %	92 %	94 %	92 %	90 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Higher
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Higher

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

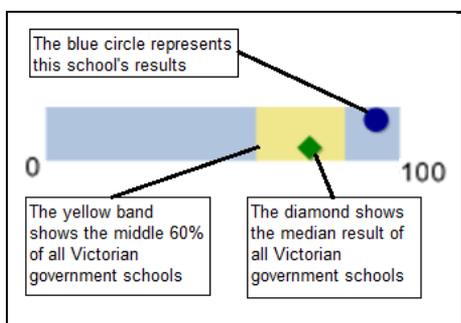
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

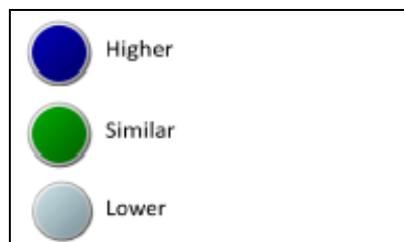


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

This summary financial report is consistent with the school's financial statements.

All grants received and revenue raised has been spent on current programming and facilities. Funding held in the high yield investment account includes payments pending, and payments made at the end of 2017 in advance for 2018.

The hard-working and generous parent body must be commended on their fund-raising efforts. These much needed funds impact positively on the enhancement of the school facilities and opportunities for the students.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,709,698	High Yield Investment Account	\$120,217
Government Provided DET Grants	\$172,415	Official Account	\$17,044
Government Grants Commonwealth	\$2,500	Other Accounts	\$14,462
Revenue Other	\$6,696	Total Funds Available	\$151,723
Locally Raised Funds	\$236,090		
Total Operating Revenue	\$2,127,399		
Equity¹			
Equity (Social Disadvantage)	\$6,578		
Equity Total	\$6,578		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,526,251	Operating Reserve	\$42,461
Books & Publications	\$1,399	Asset/Equipment Replacement < 12 months	\$12,500
Communication Costs	\$6,338	Maintenance - Buildings/Grounds incl SMS<12 months	\$34,000
Consumables	\$62,199	Revenue Received in Advance	\$13,962
Miscellaneous Expense ³	\$96,468	School Based Programs	\$23,600
Professional Development	\$7,804	Maintenance -Buildings/Grounds incl SMS>12 months	\$25,200
Property and Equipment Services	\$112,540	Total Financial Commitments	\$151,723
Salaries & Allowances ⁴	\$52,724		
Trading & Fundraising	\$38,803		
Travel & Subsistence	\$53		
Utilities	\$18,656		
Adjustments	(\$19,446)		
Total Operating Expenditure	\$1,903,789		
Net Operating Surplus/-Deficit	\$223,610		
Asset Acquisitions	\$19,366		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.



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.