2024 Annual Report to the School Community

School Name: Derinya Primary School (4996)

- all teachers at the school meet the registration requirements of the Victorian Institute of Teaching (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 20 March 2025 at 08:11 AM by Nadine Pye (Principal)

- As executive officer of the school council, I attest that this 2024 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 01 April 2025 at 12:31 PM by Nadine Pye (Principal)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the '*Performance Summary'* in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program 'Results and Reports' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Derinya Primary school is a large thriving government school located in Frankston South with an enrolment of 827 students. We have 35 straight classes and we have over 70 dedicated, passionate staff who are committed to continually maximising the potential and wide ranging achievements of our students in a safe, caring and happy environment. We live our overarching school values daily which include; respect, resilience and optimism, humour, friendship, integrity and responsibility. Our values are explicitly taught, highlighted and acknowledged in various ways. We are very proud of our students who are respectful to all visitors, staff and each other. We deliver an education with both academic and social and emotional learning being of equal importance. Our approach to teaching and learning is a balance of both explicit instruction and guided inquiry. We have an ongoing awareness that we are preparing our children for the workforce of the future and must continually learn and develop our practice accordingly. Literacy and numeracy are key areas with critical and creative thinking, cultural understanding and sustainability also being of high priority. Our engaging specialist programs include; · Visual arts · Performing arts · PE · Japanese and · Science. In addition to our core specialist subjects, students in years 3-6 also participate in both the Kitchen Garden program and Adopt an Engineer program which are linked to the year levels unit of inquiry. A multitude of co-curricular programs and initiatives enhance the learning opportunities of students, engaging them in a diverse range of activities both within and beyond the classroom, school and world. Innovation and creativity are celebrated and there are many opportunities to develop student leadership. Learning enhancement and enrichment occurs throughout the school as necessary through tutoring, education support staff and a variety of high abilities opportunities. The school plays an important role in the Frankston South community celebrating strong links with our wonderful parent body and local networks. Through the tremendous work of the School Council, our Parents Association – the Community Connect Team, staff and students, a harmonious, engaging and productive learning community is nurtured. Our annual Derinya Art and Craft Exhibition features highly on the Victorian Arts Calendar. At Derinya, our community works collectively to achieve our potential and create a positive, vibrant centre of learning. The growth of the school is testament to its success. At Derinya we see the environment as the 'third teacher'. A place where learning is both supported and celebrated. We are proud of our extensive facilities which include a purpose built languages centre, Kitchen Garden, Maker Space, Stadium and stunning outdoor play spaces. Derinya Primary School is a wonderful environment for children to 'learn and grow' with a supportive and dedicated staff and community.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school has continued to have a strong academic focus making steady progress towards its goals. From the Annual Report Summary, it is evident that the school has achieved results above similar schools and state on NAPLAN in the areas of reading and numeracy in both years 3 & 5 across 2023 and 2024. Teacher judgement data also shows students at or above age expected standards above similar schools and state.

Students achieving in the strong and exceeding proficiencies in spelling and grammar and punctuation also presents above similar schools and state in year 3 across the two year period. . Year 5 results show 88% of students strong or exceeding in writing above state and similar schools. Spelling shows a 1% result below similar schools and grammar and punctuation 3% below.

We continue to engage in thorough data analysis with a commitment to increasing the amount of students performing in the exceeding proficiency in all areas. As a school across 2023 and 2024 there were very small numbers of students needing additional support based on NAPLAN results.

Highlights in 2024 included.

- Ongoing implementation of the school's approach to systematic synthetic phonics with the Little Learners Program being embedded in years prep to two.
- Improvements to assessment practices with a particular focus on literacy.
- Commencement of the Phormes program in years 3-6.
- Embedding Professional Learning Communities with all teams engaging in termly cycles of inquiry with each team evaluating their impact and presenting their learning back at the whole staff level.
- Strengthening of the quality of collaboration in all teaching teams.

We continue to invest heavily in professional learning both internally and externally. In 2024, we have been supported by department based staff with learning around the new Victorian Teaching and Learning Model 2.0 and cognitive load theory. Our learning specialists have been instrumental in the implementation of the Victorian Curriculum 2.0.

Wellbeing

Our 2024 School Performance Report highlights that we have successfully maintained strong performance in managing bullying, fostering school connectedness, and creating a stimulating learning environment matching similar schools. However, there is clear recognition across the school that resilience remains a key area for growth moving forward. Emotional awareness and regulation is also an area of ongoing focus.

Welfare: To further enhance support for students with additional learning needs and disabilities, we have refined our student support processes to ensure consistency and effectiveness. This includes, a structured approach to identifying students requiring Individual Education Plans (IEPs) and Student Support Group (SSG) meetings, with progress tracked through termly reviews. We have provided targeted professional development and mentoring to equip staff with the skills needed for effective IEP goal setting and tailored adjustments. As a result, we have observed a significant improvement in the quality and impact of IEPs, leading to better outcomes for students.

In response to our staff survey results, we have prioritised staff wellbeing by providing professional development on teacher wellbeing and culture with Meg Durham and Tracey Ezard. Our leadership team continues to monitor staff wellbeing, and we are currently developing a Staff Wellbeing Strategy to provide ongoing support and monitor progress.

Teaching and Learning: We have implemented the Respectful Relationships curriculum from Foundation to Year 6, alongside the Zones of Regulation program, which has a strong focus in F-2 to support emotional literacy. The Learning Pit has also been embraced school-wide to help students connect learning with wellbeing. To ensure a structured and ongoing approach, we have established a Wellbeing Leadership Team responsible for implementing and monitoring these initiatives.

We have delivered targeted professional development for staff to build their capacity in supporting diverse learners. This includes PD on Gifted Students, Dyslexia, Reasonable Adjustments, Individual Education Plans, SAFE Schools, and Respectful Relationships.

To strengthen inclusive practices, we have engaged in external and internal PD on Berry Street Trauma-Informed Practices. A whole-school focus on routines and readiness for learning has been introduced through Morning Circle, ensuring consistency in classroom expectations and student engagement. These strategies align with VTLM 2.0, aiming to improve attention, focus, and emotional regulation.

School-Wide Structures: To ensure a consistent approach to wellbeing, we have developed a whole-school wellbeing scope and sequence. Additionally, we have an established Education Support (ES) team, utilising Disability and Inclusion Profile (DIP) funding to provide targeted support for Tier 3 students. To build the capacity of ES staff, we have facilitated internal and external professional learning, including sessions with a Psychologist, Occupational Therapist, and training in the Berry Street Education Model.

To ensure we have school wide consistency in wellbeing practices we have developed a whole school wellbeing scope and sequence and Derinya Positive Behaviour Expectations to improve our behaviour management process. To further support this, we are in the process of developing a structured behaviour management system that aligns with our wellbeing and inclusion priorities.

Engagement

Derinya Primary School has a long standing historic reputation for high levels of engagement impacting students connection and belonging, learning and wellbeing. Highlights from 2024 include.

- Engagement with indigenous artist Bailey Mernda who worked with students to co create art works and created a new design for our year 6 uniforms.

- Strong focus on special events connecting the school to the wider community and important topics around bullying (wellbeing), sustainability and cultural safety and awareness.
- Weekly assemblies engage families as we support the celebration of achievement, personal best and representation of our school values.
- The school with support of families hosted three delegations of student visitors from Shukutoku, Palaygo and Susono in Japan. The annual trip to Japan was attended by several students.

The following practices are evidence of how the school provides voice, agency and leadership strengthening participation and engagement of students.

- The Student Voice Team(SVT), incorporates leaders across the school, representing all ages. The SVT consults and makes decisions about student related areas of interest to include social service, improvements to facilities and feedback on teaching and learning. Recent projects have included the renaming of the Derinya House System and consultation around a new playground development. This team are also responsible for the social service events calendar.
- Our Student Leadership Team also have specific responsibilities which also connect us to community beyond the school gate. This includes sustainability leaders who with assistance manage events such as Clean Up Australia Day, Earth Hour and National Plant a tree day.
- Our student wellbeing leaders drive acknowledgement of the schools values and assist with planning and promotion of events such as Bullying No Way, Harmony Day and R U OK? day.
- Additional programs outside the classroom also include I See, I Care, FIRST Lego League, Adopt an Engineer program and Kitchen Garden.
- A wide range of sports opportunities and competitions along with our House Sporting events also assists this.
- Along with the Attitudes to School Survey, the Wellbeing Learning Specialist works with year level cohorts to further unpack and explore the findings of this survey to enhance a deeper understanding and inform school strategic planning.

The **effectiveness** of the above mentioned is evidenced by high levels of participation from families and students. Attendance data shows less students being absent for more than 20 days per year than in similar schools. A challenge that the school does face at times, is engaging families who may benefit from the content provided by guest speakers such as Heidi Rogers (psychotherapist) or Susan McLean (cyber safety expert) for example. It is the understanding of the school that the VTLM 2.0 implementation has seen a shift around the thinking regarding learner agency. Further clarity and understanding would be beneficial in this area.

Other highlights from the school year

In 2024, with the incredible support of our community we have continued to offer many opportunities for the students and community beyond the general teaching and learning experience. Some highlights include.

- The highly successful Derinya Art and Craft Exhibition
- Junior and Senior Productions
- Continued partnership with Real Time Learning
- Years 3-6 camping program
- Representation in the Japanese Junior Ambassador program
- Many successes in the sporting arena
- High participation and achievement in maths and science competitions
- Significant amount of students identified for the high abilities program
- Many special events including the much loved Christmas breakfast
- Japan trip
- Achievements in the Japanese speaking contest
- Participation and high levels of success in many dance competitions including Nationals.

Financial performance

At the end of 2024 the school finished the year with a healthy accumulated balance which will be spent across 2025-2027. The high yield account had a balance of $606,600 and the official account with $20,019. This included $331,000 of the School Saving Bonus which came to us in November. At the end of the year the department confirmed a $1,000,000 grant allocation to re stump the buildings on either side of the Jenny Roth Centre. The school accounts for the tier 2 and 3 Disability and Inclusion funding, Tutor Learning Initiative and Equity funding ensuring it is used for its intended purpose.

For more detailed information regarding our school please visit our website at https://derinya.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 841 students were enrolled at this school in 2024, 411 female and 430 male.

4 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.

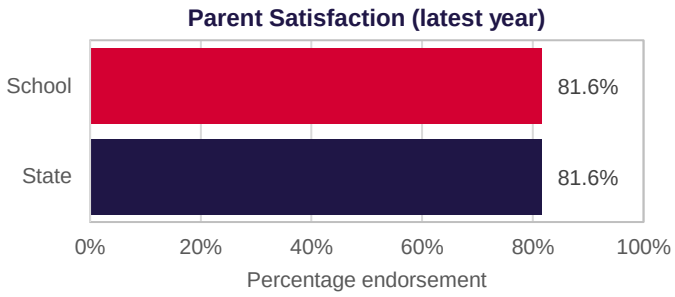
This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	81.6%
State average (primary schools):	81.6%



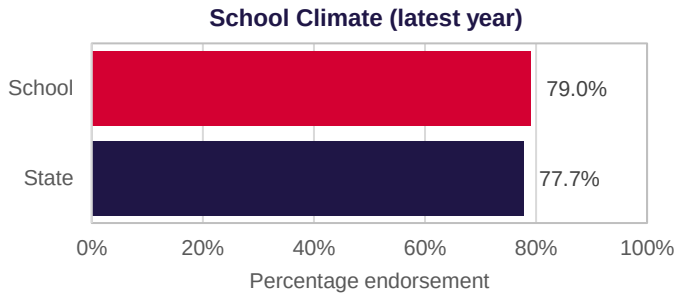
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	79.0%
State average (primary schools):	77.7%



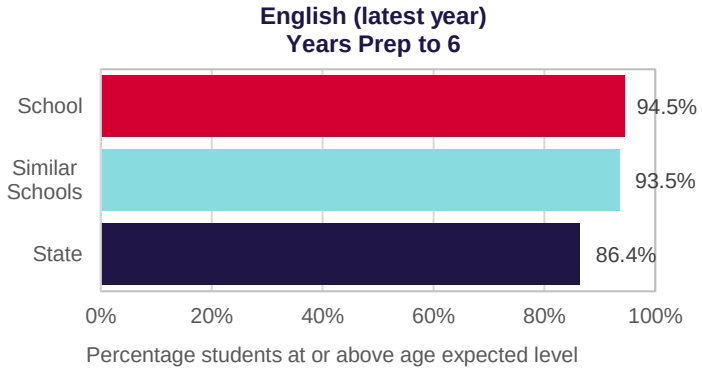
LEARNING

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.***

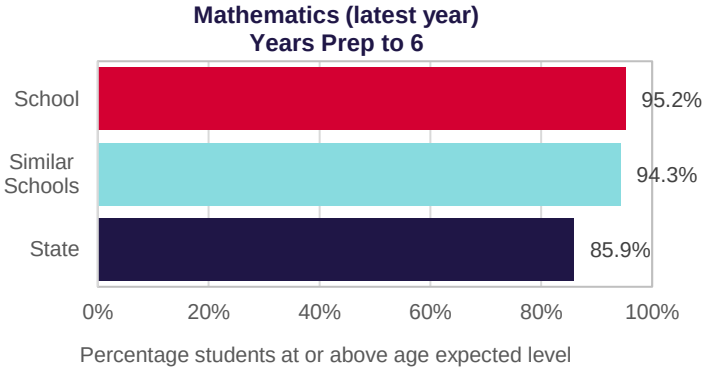
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	94.5%
Similar Schools average:	93.5%
State average:	86.4%



Mathematics **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	95.2%
Similar Schools average:	94.3%
State average:	85.9%



LEARNING (continued)

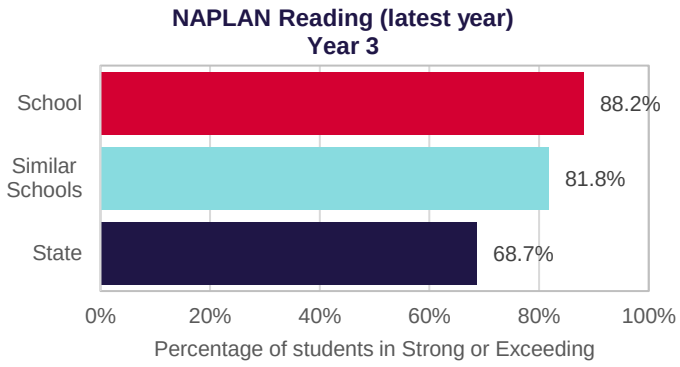
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NAPLAN

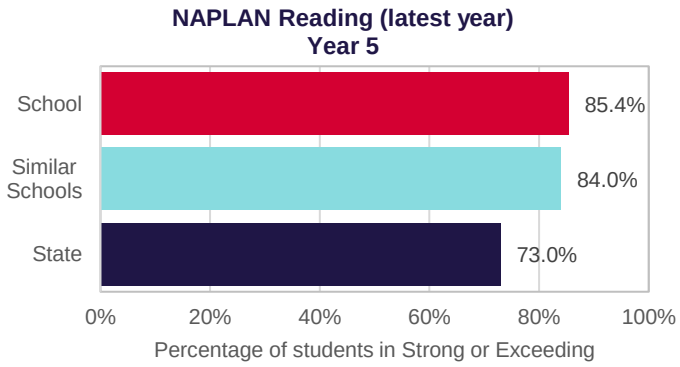
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

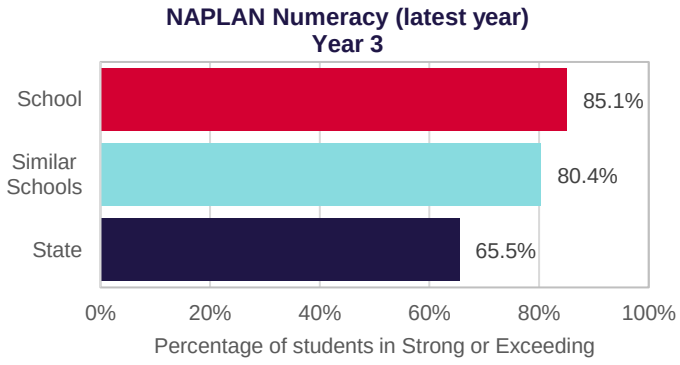
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.2%	84.3%
Similar Schools average:	81.8%	82.1%
State average:	68.7%	69.2%



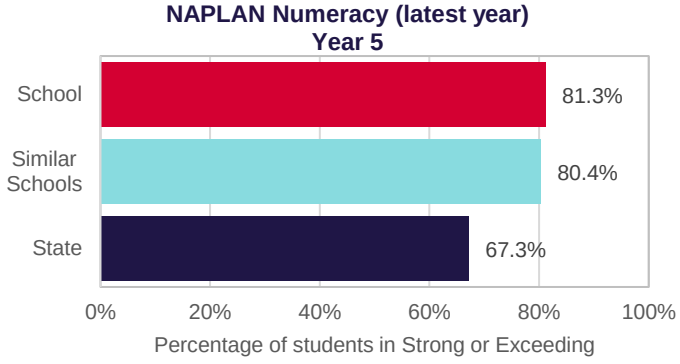
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.4%	85.5%
Similar Schools average:	84.0%	86.1%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.1%	83.4%
Similar Schools average:	80.4%	80.9%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.3%	81.0%
Similar Schools average:	80.4%	80.3%
State average:	67.3%	67.6%



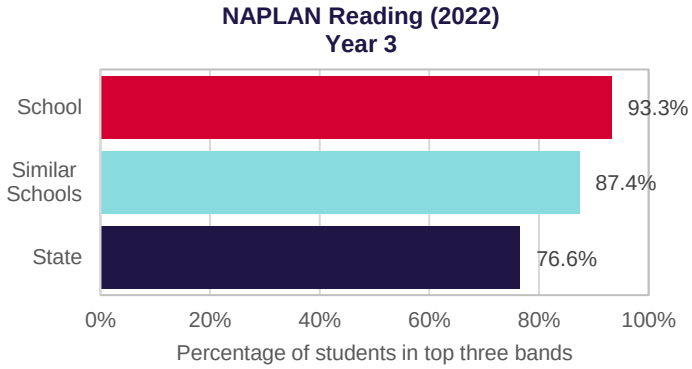
LEARNING (continued)

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.***

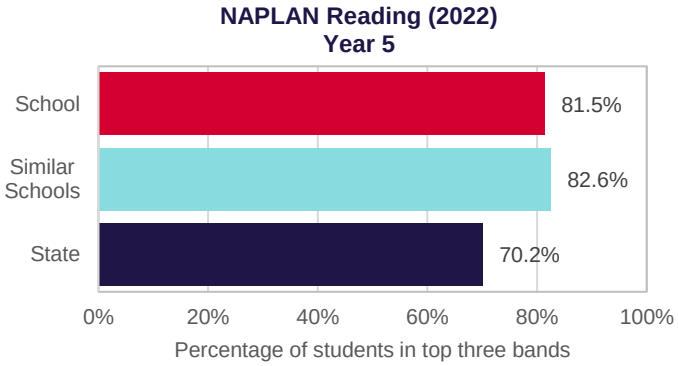
NAPLAN 2022

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

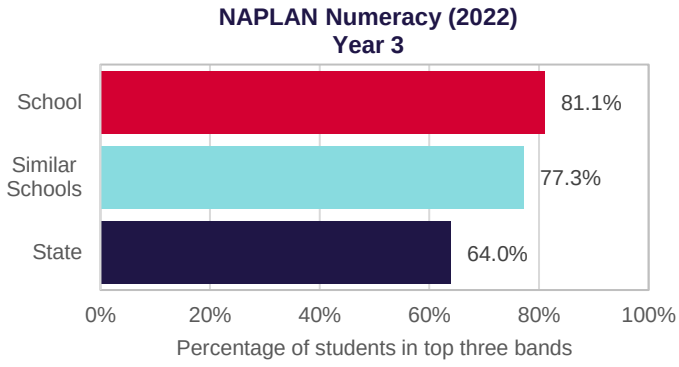
Reading Year 3	(2022)
School percentage of students in the top three bands:	93.3%
Similar Schools average:	87.4%
State average:	76.6%



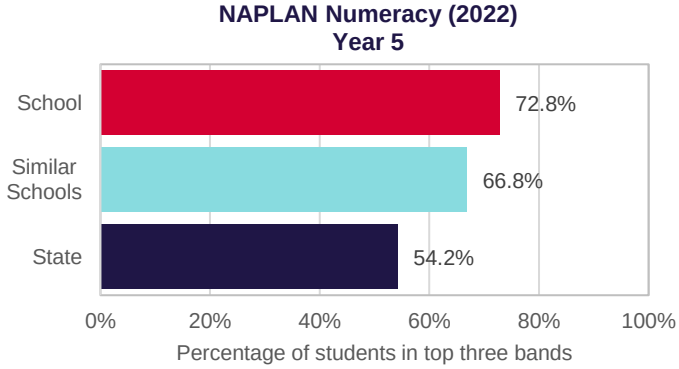
Reading Year 5	(2022)
School percentage of students in the top three bands:	81.5%
Similar Schools average:	82.6%
State average:	70.2%



Numeracy Year 3	(2022)
School percentage of students in the top three bands:	81.1%
Similar Schools average:	77.3%
State average:	64.0%



Numeracy Year 5	(2022)
School percentage of students in the top three bands:	72.8%
Similar Schools average:	66.8%
State average:	54.2%



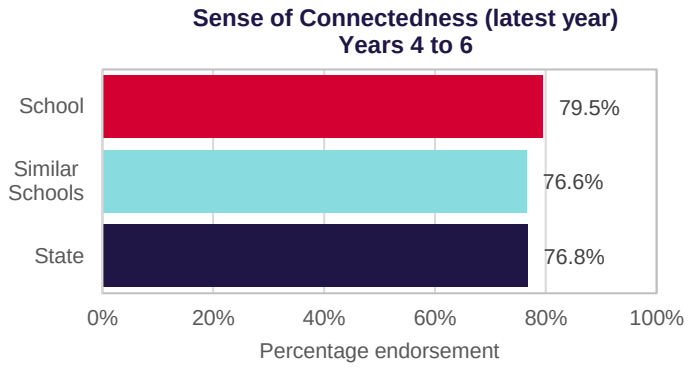
WELLBEING

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 percentage 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).

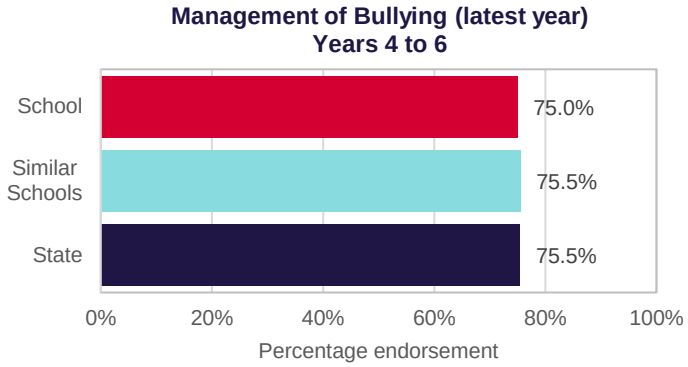
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	79.5%	83.1%
Similar Schools average:	76.6%	77.4%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	75.0%	80.7%
Similar Schools average:	75.5%	75.8%
State average:	75.5%	76.3%



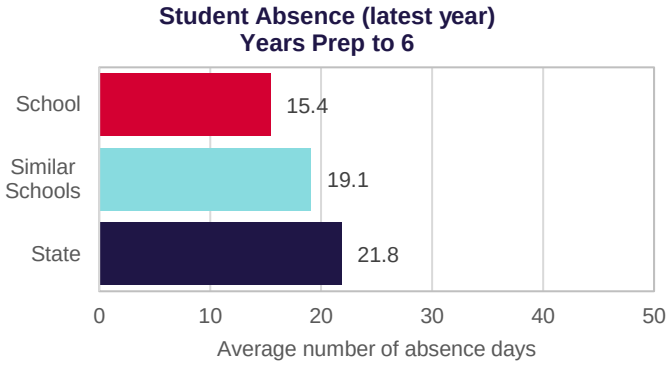
ENGAGEMENT

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 (2024)	4-year average
School average number of absence days:	15.4	15.1
Similar Schools average:	19.1	16.9
State average:	21.8	20.1



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 (2024):	94%	93%	93%	92%	92%	91%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	$7,547,262
Government Provided DET Grants	$692,603
Government Grants Commonwealth	$21,011
Government Grants State	$0
Revenue Other	$75,956
Locally Raised Funds	$1,013,083
Capital Grants	$0
Total Operating Revenue	**$9,349,915**

Equity [1]	Actual
Equity (Social Disadvantage)	$31,057
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$31,057**

Expenditure	Actual
Student Resource Package [2]	$7,590,516
Adjustments	$0
Books & Publications	$1,213
Camps/Excursions/Activities	$266,783
Communication Costs	$7,341
Consumables	$220,111
Miscellaneous Expense [3]	$30,902
Professional Development	$29,610
Equipment/Maintenance/Hire	$221,568
Property Services	$194,145
Salaries & Allowances [4]	$370,686
Support Services	$116,076
Trading & Fundraising	$201,726
Motor Vehicle Expenses	$230
Travel & Subsistence	$43,787
Utilities	$70,664
Total Operating Expenditure	**$9,365,357**
Net Operating Surplus/-Deficit	**($15,442)**
Asset Acquisitions	**$0**

(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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	$606,600
Official Account	$20,019
Other Accounts	$0
Total Funds Available	**$626,619**

Financial Commitments	Actual
Operating Reserve	$295,942
Other Recurrent Expenditure	$677
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	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$296,619**

All funds received from the Department of Education, 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.