

2015 Annual Report to the School Community

Dunkeld Consolidated School

School Number: 6215



Name of School Principal:

Paul Jeffreys

Name of School Council President:

Lucinda Peterson

Date of Endorsement:

17 May 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Dunkeld Consolidated School is situated in the southern-most tip of the Grampians at the foot of the majestic Mount Sturgeon. Our school has expansive grounds including two ovals, a basketball court, an undercover games area with a synthetic surface, and three soft-fall play areas offering varied play-gym equipment in each. During 2015, two new sandpits were installed. The maintenance of this large outdoor space is assisted by the Grampians Cricket Club which is based at the school and through supportive parent help. A Landscape Plan was prepared and adopted by School Council to improve the grounds and further opportunities for creative play. At the end of the school year, carpet tiles were laid along the main hallway and in the staffroom, which is to become a new classroom housing Grade 3 in 2016.

Our indoor learning areas are spacious and modern. Years Prep, 1 and 2 are housed together in open classrooms with adjoining library and shared learning space. The opening of the 3/4 and 5/6 classrooms at the beginning of the year allowed for a variety of team teaching and cross age learning activities to take place. This flexible teaching and learning space was well received by students and the school community.

The school is a Stephanie Alexander Kitchen Garden School with all students active in the garden each week and Year 3/4 and Year 5/6 having regular kitchen classes promoting hygiene, healthy eating and diverse cultures. The challenge of financing this program for the next 4 years was given substantial assistance through the hard work of School Council members who sought financial support from private and business interests in the community. The program is very well supported by the community with volunteers in the garden and kitchen.

Dunkeld Consolidated School is committed to improvement and achieving excellence in teaching and learning. At Dunkeld Consolidated School we aim to give the best possible opportunity for children to reach their potential. We present the message to our students, 'You don't have to be the best at anything; rather your task is to get better at everything.' It is also acknowledged that every child is good at something and we aim to help each child find what it is that they can do well. To achieve this, we are committed to continuous improvement in the pursuit of excellence in teaching and learning and in forming knowledgeable and caring relationships with individuals. To support this, staff began introducing the social and emotional learning program, 'Play is The Way across the school P - 6.

The school has very strong parent participation programs which are effective. Students annually participate in events such as the Eisteddfod, learn to swim program, athletics and cross country championships and we enter a school football team in Aussie Footy. The community values The Arts and Sports, and this is reflected in the programs offered at the school, however with a staff retirement at the end of 2015, the school will be challenged in finding the human and financial resources to continue its Performing Arts program in the short term. In the meantime, a high proportion of our students undertake private and group music lessons at the school and in town with qualified music teachers. A high proportion of our older students are involved in local sporting clubs such as football, netball, hockey and cricket. Our school has a record for good academic achievement over a number of years and it provides quality learning programs. We aim to give students a solid foundation, with a strong emphasis on Literacy and Numeracy whilst being mindful of the need to continue to find ways to improve our teaching and learning. The curriculum and instruction aims to assist children to develop their potential to the fullest in all aspects of their school life. Student learning programs cater for individual needs including Reading Support for Year One students requiring literacy assistance. There is an emphasis with P-2 literacy, which is supported with additional staff and a parent helpers program.

Students have access to excellent Information Communication Technology facilities and our teachers are striving to make increasingly improved use of learning technologies in their teaching programs across the curriculum. 2015 saw the first year of the phasing in of iPads as the preferred device for individuals at our school. A class set of iPads was purchased for use in the Foundation to Year 2 classes and Year 3 students were given the option of lease or buy iPad minis, which were subsidized by the School Council. Dunkeld Consolidated School is staffed by a principal, 6.1 EFT teachers including a mix of highly experienced teachers including 2 enthusiastic graduates, 0.5 EFT Education Support Staff (teacher aides) and the equivalent of 1.14 EFT Business Manager/Bursar.

Achievement

Student learning at Dunkeld Consolidated School is above the state median of government primary schools in Victoria based on teacher assessments in AusVELS.

Our data from the national assessment indicates improvements in Reading and Numeracy against 2014 school results and 2015 Victorian school median results. Students in Year 3 and Year 5 scored equal to or above Victorian Schools' median scores in Reading and Mathematics, except Year 5 Mathematics which was below the Victorian school median score while still falling within the middle 60% of schools.

Data for student growth saw lower low growth and higher medium to high growth in all areas from NAPLAN testing. While we can be pleased with an overall improvement in NAPLAN score for 2015, we remain mindful of the small cohorts in Year 5 over the past few years which cannot confirm a consistent trend.

During the year, we established and put in place achievable planning goals in ICT, Spelling and Social and Emotional Learning through a process of reviewing previous and current data, and then identifying starting points for improved student performance. Building the capacity of our staff and the capabilities of our students has resulted in good standards of achievement for the majority of students over a period of 4 years and in particular, 2015. Our staff will continue to take part in professional learning in Literacy, Numeracy and Information & Communication Technology, including PD in STEAM subjects and authentic learning. Continue to embed a whole of school spelling program in the form of 'Words Their Way' alongside a consistent spelling and homework policy based around the 1000 most common words.

During 2016 we will:

Review writing programs in our school; review and implement reading programs with intention to improve and increase opportunity for higher order thinking when responding to text; complete a documented workable assessment schedule for the whole school; produce whole of school curriculum documentation in Mathematics, including the development of priority standards and proficiency scales in order to provide 'at the point of learning' for each individual and provide resources for training in MiniLit and MacqLit intervention reading programs.

Engagement

Our attendance rate is below the median score for Victorian Government Schools, remaining similar to 2014 results. While we have published information on the importance of school attendance to our community our school sees a number of families taking holidays during school time which impacts significantly on the absentee results. Student non-attendance is followed up by staff and perfect attendance is encouraged and rewarded at the end of each semester. On the Attitudes to School Survey, our Years 5 and 6 students' sense of belonging and connectedness, was higher than the previous year and higher than the state mean for Victorian schools. The development of engaging, challenging and relevant initiatives for students was and will continue to be investigated by our staff. During 2015, students from Year 1 – Year 6 engaged in regular coding activities with the intention of transferring that experience and knowledge onto Robotics in 2016 (purchased end of 2015). Some staff members have taken part in professional development in STEM and STEAM subjects. The school has well developed Student Leadership Programs. All senior students have the opportunity to conduct weekly assemblies, organise sports equipment and work with lower classes in the capacity of buddies. There is a formal leadership structure with School Captains, House Captains, Performing Arts Captain, Bus Captains, Stephanie Alexander Kitchen Garden Captain and Class Captains (which change each term). All captains contribute in fulfilling important roles in the life of the school.

Wellbeing

Dunkeld Consolidated School offers a very extensive transition program at both the Kinder to Prep and the Year 6 to Year 7 levels. The school works very hard with the local kindergarten and secondary schools to maintain these programs. Our Prep students' transition to school was again aided by the excellent transition program conducted throughout the year. The four year old kinder students had four visits to the school during second semester as well as Year 5 students visiting the Kindergarten. Strong communication links with the Dunkeld Kindergarten are maintained with a focus on the development of our Buddy System: with senior students assisting Prep/One students to develop social confidence. The Year 6 Graduation ceremony is an annual highlight that suitably celebrates a student's primary schooling. The primary to secondary transition program ensures our students make a smooth and a successful transition to secondary school. It is conducted throughout the year and includes a camp for year 6 students from the GRaSS schools. A strong relationship has been established with all our secondary feeder schools in Hamilton; some of whom visit our school to speak with Year 5 and 6 students, while other schools conduct full orientation days for students. We will continue to build on a Year 6 program for students of our school through building relationships and exploring ways in which students might work with students from other small schools in the area.

The Attitudes to School Survey result indicate our students from Year 5/6 feel happy and safe at school with the data showing an improvement against the Victorian government school mean score as compared to 2014 and as compared to the 4 year average. We have seen improved data relating to student behaviour and will continue to work towards further improvement in 2016.

Productivity

The school property is expansive with two ovals, a kitchen garden, 3 play equipment areas, undercover play area, 3 sand pits, a basketball court and netball court, interspersed between grass and open woodland-type areas. Maintaining such a large area presents challenges for a small school. A partnership with the local cricket club allows us to maintain mowing of the grounds, and we rely on funding and parents to maintain our grounds and facilities. During 2015 resources were directed towards new sand pits, soft fall in some play areas. Tree maintenance and removals occurred following the hire and advice of a professional arborist. The 'front fence' entrances were enhanced with the addition of large sand stone bollards and fencing maintenance: all of which provides an outside environment where children have a variety of play choices; creative, sporting, passive and physical development.

Our school is a Stephanie Alexander Kitchen Garden School and stainless steel was installed on benches and splash backs to meet health and safety standards at the beginning of 2015.

Our staffroom was converted into a classroom, which will present challenges for staff in 2016 and the likelihood of the need to resource a new staffroom. New carpet was installed in the main corridor and also spread into the new classroom and this included installing and painting 90 metres of new skirting.

Extra-curricular activities included a swimming program for Foundation – Year 6, interschool sports, Sporting Schools program, whole school camp program, SAKG program, and Eisteddfod.

The introduction of 'Words Their Way' (whole school spelling program) began in 2015 and staff and classes were supported with resources and capacity building. Significant progress has been made in the use of ICT within the school. A phase-in program for iPads began in 2015 with a class set purchased for Foundation – Year 2 and a 1 – 1 iPad program beginning in Year 3. Staff was involved in professional development in iPads, Coding, STEM/STEAM. Staff also began training to develop the capacity to deliver 'Play Is The Way'; a social and emotional education program, aimed at improving wellness and engagement in our school.

Management of the physical and educational changes within the school are consistently aimed at providing support for improved teaching and learning and this will continue after our recent school review and ensuing Strategic Plan.

For more detailed information regarding our school please visit our website at
<http://www.dunkeld.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 105 students were enrolled at this school in 2015, 55 female and 50 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.






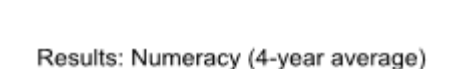





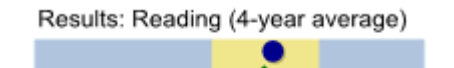
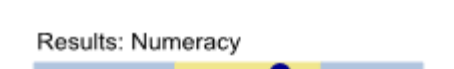
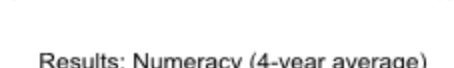




Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English No Data Available</p> <p>Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:




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> Lower</p> <p> Lower</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> Higher</p> <p> Similar</p> <p> Higher</p> <p> Lower</p>


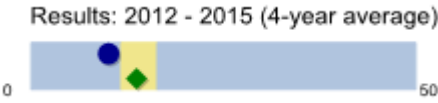


Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:




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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>45%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>-</td> <td>73%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>36%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>64%</td> <td>9%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	45%	36%	Numeracy	-	73%	27%	Writing	36%	36%	27%	Spelling	27%	36%	36%	Grammar and Punctuation	27%	64%	9%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	18%	45%	36%																							
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Writing	36%	36%	27%																							
Spelling	27%	36%	36%																							
Grammar and Punctuation	27%	64%	9%																							









Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1040 920"> <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>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	93 %	95 %	94 %	96 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	93 %	95 %	94 %	96 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

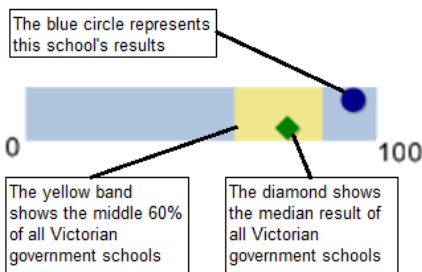
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

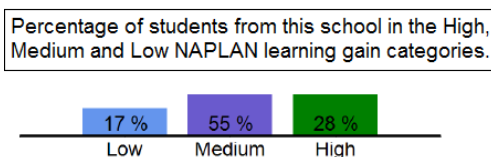
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

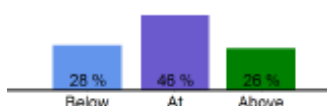


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$836,075	High Yield Investment Account	\$19,891
Government Provided DET Grants	\$183,560	Official Account	\$7,964
Government Grants Commonwealth	\$6,050	Other Accounts	\$188,642
Revenue Other	\$14,546	Total Funds Available	\$216,496
Locally Raised Funds	\$69,777		
Total Operating Revenue	\$1,110,008		
Expenditure		Financial Commitments	
Student Resource Package	\$805,336	Operating Reserve	\$31,057
Books & Publications	\$10,021	Asset/Equipment Replacement < 12 months	\$27,340
Communication Costs	\$2,186	Maintenance - Buildings/Grounds incl SMS<12 months	\$37,509
Consumables	\$18,511	School Based Programs	\$91,126
Miscellaneous Expense	\$39,166	Asset/Equipment Replacement > 12 months	\$5,500
Professional Development	\$5,510	Maintenance -Buildings/Grounds incl SMS>12 months	\$23,964
Property and Equipment Services	\$65,777	Total Financial Commitments	\$216,496
Salaries & Allowances	\$38,222		
Trading & Fundraising	\$20,694		
Utilities	\$11,302		
Adjustments	(\$75)		
Total Operating Expenditure	\$1,016,651		
Net Operating Surplus/-Deficit	\$93,357		
Asset Acquisitions	\$555		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Miscellaneous Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

- \$30,461 Credit carried forward to 2016 staffing.
- Cash surplus committed to items identified in the 2016 Commitments Summary.