

2017 Annual Report to the School Community



School Name: Dunkeld Consolidated School

School Number: 6215

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 May 2018 at 12:20 PM by Paul Jeffreys (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 08 May 2018 at 03:39 PM by Luke Balkin (School Council President)

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, an undercover games area with a synthetic surface, and three soft-fall play areas offering varied play-gym equipment in each. We have a basketball court which requires extensive renovations and is not in use as we seek lines of enquiry into funding for a suitable replacement or refurbishment. There is a large sandpit with various levels of concrete pipe offering mostly younger students the opportunity for creative play. The maintenance of this large outdoor space is supported by an energetic Facilities Committee and is assisted by the Grampians Cricket Club which is based at the school and through supportive parent help, in particular well attended working bees throughout the year.

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 Upper Primary teaching spaces are in the main building and work in recent years has seen 2 of the classrooms modernized, enlarged and opened to offer possibilities of team teaching and multi-age learning. Our Year 3 classroom, while a stand-alone room is also involved with the 4-6 classes in multi-age learning in selected areas of the curriculum. At the end of 2017, our school prepared for an extra classroom, converting an existing Art/Science room into regular classroom in preparation for the school's first stand-alone Year 6 in many years. New carpet, modern furniture and painting together saw a modern and welcoming classroom. All classrooms in the upper primary have modern soft furnishings for small break out groups.

The school is a Stephanie Alexander Kitchen Garden School with all students active in the garden each week while students in Year 3-6 share regular kitchen classes throughout the year. The challenge of financing this program is given substantial assistance through the hard work of School Council members who sought financial support from private and business interests in the community.

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 from 2015 and we credit our positive student culture with the influence of this program, aided by a willing teaching staff. The school has very strong parent participation programs which are effective. Students annually participate in events such as the Eisteddfod, learn to swim program and competition, athletics and cross country championships. Where practical, we enter school teams in other sporting events. 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 is challenged in finding the human and financial resources to continue its Performing Arts program in the short term. However; our school is visited 2 days per week by a music tutor who teaches approximately 20% of our students in a range of musical instruments in a private tutor capacity. A high proportion of our older students are involved in local sporting clubs such as football, netball, hockey, basketball 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 offering MiniLit at the lower primary level and MacqLit for upper primary students who may require 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. Our school uses iPads as the preferred device for individuals at our school. A class set of iPads is available for use in the Foundation and Year 1 classes. Year 2 students and above have BYOD iPad minis, which are subsidized by the School Council. Upper primary students have access to laptop computers where required.

Our school has a low absence rate for 2017 and this has been a continuing pattern over a number of years in spite of the number of families who take holidays during school periods. Relative to other schools Dunkeld Consolidated School recorded approximately half the number of students with more than 20 absence days.

Dunkeld Consolidated School is staffed by a principal, 6.4 EFT teachers including a mix of highly experienced teachers and enthusiastic graduates, 0.8 EFT Education Support Staff (teacher aides) and the equivalent of 1.06 EFT Business Manager/Bursar.

Framework for Improving Student Outcomes (FISO)

Dunkeld Consolidated School's main priority is to continue its journey of improvement and to continue building practice excellence to improve student outcomes. With a focus in 2017 of developing and improving curriculum planning and assessment, we were able to present an assessment schedule and a set of proficiency scales in Mathematics from the new Victorian Curriculum by year's end. In our efforts to continue to improve student outcomes, our school supported every teacher to take Professional Development in a writing program; 'Writers Workshop', in readiness for implementation in 2018. Proficiency Scales in Writing, which our school calls 'Learning Lines' were developed in the second half of the year in readiness for 2018. We will seek to increase the opportunities for student voice in our school whilst further developing teacher skills in the delivery of the Play is The Way program which we believe will further enhance a positive climate for learning through empowering students and building their pride in the their school. We are mindful of the importance of student engagement and we plan to explore and further enhance that engagement by thoroughly looking into STEAM projects and combining such with the 'Maker Movement'.

Achievement

Student achievement at Dunkeld Consolidated School has continued to trend positively. Our data from the national assessment indicates positive results in Year 3 and improved growth in Year 5 students, meeting our Strategic Plan targets:

Growth from Year 3 to Year 5

- Reading Growth – 94% medium and high growth
- Writing – 93% medium to high growth
- Numeracy – 93% medium to high growth
- Spelling – 86% medium to high Growth
- Grammar and Punctuation – 100% medium to high growth

Year 3 Mean Scores

- Reading – above the state and similar schools
- Writing – slightly below the state and similar schools
- Numeracy – above the state and similar schools
- Spelling – above the state
- Grammar and Punctuation – above the state

Over the 2015 – 2017 period, our school has succeeded in lowering our percentage of students showing low growth. In all areas, our data for 2017 indicates that our school had a significantly lower percentage of students showing low growth from 2015-2017. While our percentage of students showing medium to high growth collectively is an excellent result, we are mindful however, that high growth for Reading and Numeracy, on its own, was below our expectations.

During 2018 we will:

- Continue our rigorous program to improve students' ability to instantly recall number facts and manipulation
- Consolidate the use of Learning Lines (Proficiency Scales) in Mathematics.
- Implement Writers Workshop across the school, alongside newly developed learning lines in technical and procedural aspects of writing.
- Choose and develop among staff, three of the ten High Impact Teaching Strategies
- Continue to build knowledge and understanding of FISO in all staff members

Engagement

Our attendance rate is greater than the median score for Victorian Government Schools, remaining similar to 2016 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 albeit, on our high attendance rates. 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 data indicated that students at Dunkeld Consolidated School Years 4, 5 and 6, are happy to come to school and feel a sense of belonging and connectedness. was higher than the previous year and higher than the state mean for Victorian schools. Over the past 2 years this has shown steady improvement.

The development of engaging, challenging and relevant initiatives for students was and will continue to be investigated by our staff. Students in Year 5 and 6 indicated that our school should be cognizant of presenting a stimulating curriculum which we are looking to address over time, beginning with a plan in 2018 to develop opportunities for students to take part in high order thinking activities which we intend to provide through STEAM and 'maker' programs. 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, Bus Captains, Stephanie Alexander Kitchen Garden Captain and Class Captains (which change each term). In 2017, our school introduced 'Student Voice' leaders and from our experiences during the year we are determined to increase and improve the responsibilities and roles of those students in 2018. All captains contribute in fulfilling important roles in the life of the school.

Wellbeing

Students at Dunkeld Consolidated School feel safe and connected to the school. The Attitudes to School Survey has shown significant improvement in student wellbeing in recent years. The introduction of 'Play is The Way'; a social and emotional learning program, across the school has been accredited with having a great influence on both children and teachers in improving the many aspects that make up school culture. We have introduced 'acknowledgements' of positive citizenship and individual goal achievement (as opposed to 'awards') at weekly assemblies whereby high numbers of students have 'moments in the sun'. Our school promotes 'You don't have to be the best at anything, rather your task is to get better at everything' which we believe helps to eliminate the competitive and comparison aspects of each child's place in their school community. The teachers at our school support the PITW program and will be continued to be challenged to embed this program while striving to develop positive and influential relationships with their students. Our staff acknowledge that student wellbeing and engagement are precursors to academic improvement and success.






For more detailed information regarding our school please visit our website at
[enter web address here]

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

Enrolment Profile

A total of 105 students were enrolled at this school in 2017, 52 female and 53 male.

0 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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> 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 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> Similar</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>	<p>Reading</p> <p>7 % 87 % 7 % Low Medium High</p> <p>Numeracy</p> <p>7 % 80 % 13 % Low Medium High</p> <p>Writing</p> <p>7 % 60 % 33 % Low Medium High</p> <p>Spelling</p> <p>13 % 33 % 53 % Low Medium High</p> <p>Grammar and Punctuation</p> <p>73 % 27 % Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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: 

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>	<p>Results: 2017</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>94 %</td><td>94 %</td><td>94 %</td><td>95 %</td><td>92 %</td><td>93 %</td><td>96 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	95 %	92 %	93 %	96 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	95 %	92 %	93 %	96 %										

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>	Similar
<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>	Similar

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)

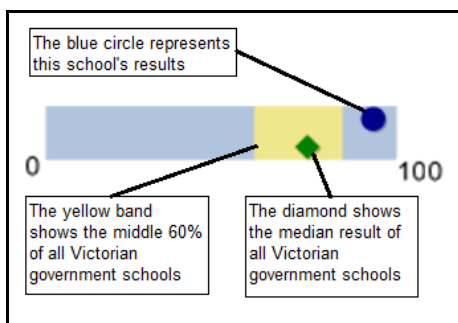
Engagement

- 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).

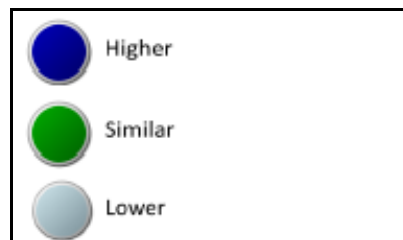


What does *School Comparison* refer to?

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

During 2017 the school was allotted \$47,000 under the Planned Maintenance Program which was spent on: resurfacing play areas with asphalt, fire proof gutter guards throughout the school buildings, new carpet in indoor traffic areas and installation and connection of a water pump to a non-used water tank.

The school's \$5,000 equity funding was used to support literacy for students through Macqlit and MiniLit programs.

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	\$908,876	High Yield Investment Account	\$1,741
Government Provided DET Grants	\$168,846	Official Account	\$13,688
Revenue Other	\$5,841	Other Accounts	\$122,575
Locally Raised Funds	\$101,924	Total Funds Available	\$138,005
Total Operating Revenue	\$1,185,487		
Equity ¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$865,342	Operating Reserve	\$20,387
Books & Publications	\$3,488	Asset/Equipment Replacement < 12 months	\$12,100
Communication Costs	\$2,155	Capital - Buildings/Grounds incl SMS<12 months	\$15,000
Consumables	\$27,363	Maintenance - Buildings/Grounds incl SMS<12 months	\$3,530
Miscellaneous Expense ³	\$45,304	School Based Programs	\$86,988
Professional Development	\$7,861	Total Financial Commitments	\$138,005
Property and Equipment Services	\$130,728		
Salaries & Allowances ⁴	\$53,404		
Trading & Fundraising	\$26,370		
Utilities	\$14,511		
Total Operating Expenditure	\$1,176,527		
Net Operating Surplus/-Deficit	\$8,960		
Asset Acquisitions	\$14,350		

(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.