

2016 Annual Report to the School Community



School Name: Dunkeld Consolidated School

School Number: 6215



Name of School Principal:

Paul Jeffreys

Name of School Council President:

Luke Balkin

Date of Endorsement:

2/05/2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



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. 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 assisted by the Grampians Cricket Club which is based at the school and through supportive parent help.

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. 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 for the next 3 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.

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

The school has very strong parent participation programs which are effective. Students annually participate in events such as the Eisteddfod, learn to swim program competition, athletics and cross country championships. Where practical, we enter a school football team. 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. 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 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. 2016 saw the second 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 and Year 1 classes. From the Beginning of Term 1 2016, Year 2 students and above have BYOD iPad minis, which are subsidized by the School Council. Some students undertake musical instrument or voice tuition outsourced at a cost to a private provider.

Our school has low absences for 2016 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.

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 2016 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 has set itself a challenging task for 2017: implement an assessment schedule including unfamiliar forms of assessment, develop and ready the school for implementation of Writing proficiency scales, embark on professional development for all staff in the 'Writers Workshop' program, ensure the successful implementation of Mathematics proficiency scales, all of which will combine to continue to build teaching practice excellence and to develop and improve staff ability in curriculum planning and excellence. 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 believe will further enhance a positive climate for learning through empowering students and building their pride in the school.

Achievement

Student achievement at Dunkeld Consolidated School has continued to trend positively. Our data from the national assessment indicates a continuing trend of improvement in Literacy and Numeracy against previous school results, state mean results and compared with schools of similar characteristics.

Students in Year 3 scored above both the state, and above schools with similar characteristics in Numeracy, Reading and Writing. Students in Year 5 scored above the state in Numeracy and marginally below the state in Reading and Writing. With a Year 5 cohort of 6 in 2016, student results for mean scores are precarious in their validity; however student growth from Year 3 to Year 5 in

Numeracy, Reading and Writing was above the average result of schools with similar characteristics. Our student performance results over the period between 2012 and 2016 have been equal to or better than schools with similar characteristics while against state mean scores, our school has generally been trending positively over the last 3 years.

The trend in student performance over recent years has been a positive one. Responding to previous data, our school embarked on a new spelling program in 2015 (Words Their Way) alongside a focus on the 1000 most common words and a spelling homework program. A focus was placed on engaging students in Reading with a daily reading regimen and the development of cognitive response to text, along with the acquisition of new and up to date reading resources. The learning culture within the school has improved with the continued use of 'Play Is The Way' and an emphasis by staff on improving students' attitude to both learning and school.

During 2017 we will:

- Implement proficiency scales in Mathematics at all year levels while at the same time improve number skills with an emphasis on the ability to instantly recall number fact ranging from multiplication tables, addition, subtraction, decimals, fractions and percentages.
- An assessment schedule has been created and documented and we will resource and implement a tighter assessment regime of student academic performance.
- Review the Victorian Curriculum in 'Writing' and develop proficiency scales for all year level to be implemented in 2018.
- Continue to build knowledge and understanding of FISO in all staff members.

Curriculum Framework implemented in 2016

☐ Victorian Early Years Learning and Development Framework
 ☐ AusVELS
 ☒ Victorian Curriculum
 ☐ A Combination of these

Engagement

Our attendance rate is greater than 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 our already 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 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. 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. During 2016, students from Year 1 – Year 6 engaged in regular coding activities with the intention of transferring that experience and knowledge onto Robotics in 2016/17 (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). In 2016, 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 2017. 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 over the past 2 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 <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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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: 

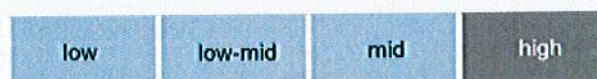
School Profile

Enrolment Profile

A total of 98 students were enrolled at this school in 2016, 53 female and 45 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 and Education index which takes into account parents' occupations and Education.



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 judgment 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 Performance Summary</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 year levels:


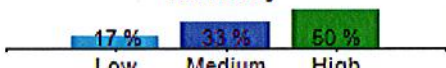
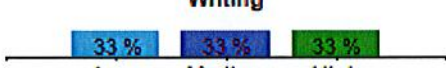
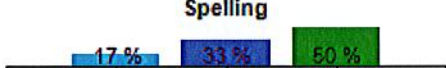

Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	<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>
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	<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 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>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</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 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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high 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>95 %</td><td>95 %</td><td>93 %</td><td>95 %</td><td>95 %</td><td>94 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	95 %	93 %	95 %	95 %	94 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	95 %	93 %	95 %	95 %	94 %										

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: 2016</p>  <p>Results: 2013 - 2016 (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: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

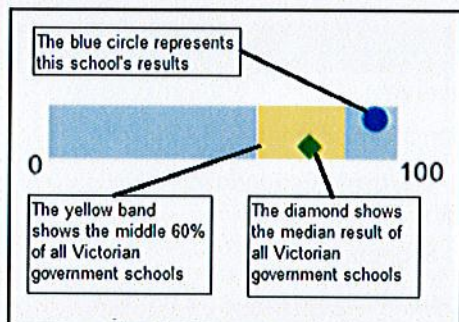
What are student outcomes?

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, P-12 and specialist schools, 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.

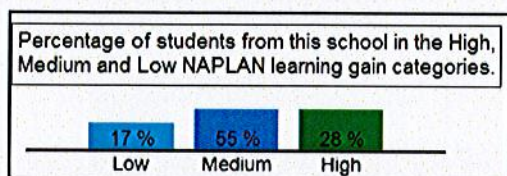
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

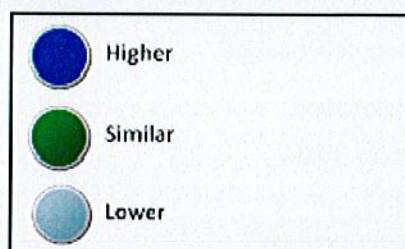
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

[Please refer to pg. 13 of the *2016 Annual Report Guidelines* for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$849,908	High Yield Investment Account	\$980
Government Provided DET Grants	\$104,072	Official Account	\$22,868
Government Grants Commonwealth	\$5,800	Other Accounts	\$168,605
Revenue Other	\$11,915	Total Funds Available	\$192,453
Locally Raised Funds	\$84,536		
Total Operating Revenue	\$1,056,231		
Expenditure		Financial Commitments	
Student Resource Package	\$819,625	Operating Reserve	\$34,935
Books & Publications	\$2,620	Asset/Equipment Replacement < 12 months	\$20,499
Communication Costs	\$2,267	Maintenance - Buildings/Grounds incl SMS<12 months	\$29,030
Consumables	\$27,462	School Based Programs	\$98,140
Miscellaneous Expense	\$33,415	Asset/Equipment Replacement > 12 months	\$2,500
Professional Development	\$8,678	Maintenance -Buildings/Grounds incl SMS>12 months	\$7,349
Property and Equipment Services	\$66,731	Total Financial Commitments	\$192,453
Salaries & Allowances	\$54,625		
Trading & Fundraising	\$21,190		
Travel & Subsistence	\$194		
Utilities	\$12,151		
Total Operating Expenditure	\$1,048,958		
Net Operating Surplus/-Deficit	\$7,272		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 06 March 2017 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. The school has run a small operating surplus. Funds are set aside in the school's financial commitments, which can be used for expenditure on projects otherwise unobtainable.

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.