

2019 Annual Report to The School Community



School Name: Dunkeld Consolidated School (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 Registration 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 2019 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 08 May 2020 at 04:26 PM by Dee-Anne Gerring (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 08 May 2020 at 04:41 PM by Luke Balkin (School Council President)

About Our School

School context

Regional Context

The township of Dunkeld is located at the southern tip of the Grampians. Dunkeld is a tourist gateway leading into the Grampians National Park. In more recent years the town has become a key regional destination, boasting a strong association with quality food production and tourist facilities. Dunkeld is home to one of the most famous rural restaurants in rural Victoria, Wickens of The Royal Mail Hotel, attracting people from Melbourne along with international food lovers.

Notwithstanding, a number of smaller eateries have sprung up in recent years to take advantage of gastronomic reputation of the township. Once a year, up to 15,000 people converge on the township to enjoy the Dunkeld Race Meeting, held at the foot of Mount Abrupt, further enhancing the growing reputation of Dunkeld as a place to visit or live.

For residents of Dunkeld, there is a wide range of social activities catering for all ages and interests: bushwalking and rock climbing, football, cricket, netball, hockey, golf, lawn bowls among others. Opportunities for other social activities can be had through the existence of more than 40 interest and charity groups including music and arts groups, hobby groups, environmental groups and civic groups.

At a governance level, Dunkeld sits within the Southern Grampians Shire. The primary commercial and administrative centre for this municipality is Hamilton, conveniently located 28 kilometres (20 minutes) to the west of Dunkeld. The school site sits at the foot of the majestic Mount Sturgeon in the beautifully and aptly named Victoria Valley Road and is one minute from bushland. The development and completion over the next two years of The Grampians Peaks Trail is expected to impact on the economic and social fabric of the township.

School Information

Our School is a caring environment with an emphasis being placed on students reaching their full academic and social potential. The school is well supported by a parent participation program and an active school council. They address a wide range of responsibilities and do much to enhance the operation of the school and generally improve the school environment.

Our school aims to give students a solid foundation, with an emphasis on Literacy and Numeracy. Nevertheless, we are determined to further develop the whole child through enhancement of the current programs offered in ICT, Science and the Arts. Recent media attention related to STEAM subjects is very much on the agenda at our school.

Our website states: 'We are striving to be better at everything we do and we are setting genuinely challenging goals for ourselves, some of which require us to change our practices, learn new approaches to teaching and learning, and putting the safety of children at the very centre of everything we do. We are looking to implement and develop a culture of courageous learners who will take risks in the face of failure. We want children to be flexible and creative in their thinking. We want children to experience the sense of joy from succeeding when challenged with something really difficult. We want them to have a purpose and sense of authenticity in what they do. And we want them to do the thinking and the work... not the teachers. We are boldly striving for such a culture and we are resolute in pursuing these ideals no matter how difficult or how long it will take.'

The Dunkeld Consolidated School has an expected enrolment of 112 students in 2019. Dunkeld Consolidated School is staffed by a Principal, 7.0 equivalent full-time teachers, 0.94 equivalent Integration teacher Aides and 1.26 equivalent Business Manager/Bursar and Teaching Support Staff.

For 2019, the school has a Prep, Year 1/2, Year 2/3, Year 4, Year 5 and Year 6 class. A sessional teacher takes a

proportion of the PE program and Library lessons are provided through the MARC Library. Dunkeld Consolidated School is a Stephanie Alexander Kitchen Garden School and operates an impressive modern kitchen and dining space supported by a spacious garden and orchard. All students are active in the garden each week and Years 4 to 6 have kitchen classes with an enthusiastic community involvement.

Students have access to excellent Information Communication Technology facilities and iPads were introduced into Prep to Year 3 classes in 2015 as the beginning process to phase out netbooks by 2018. A school bank of laptops are available to students when required.

We have introduced the social and emotional learning program, 'Play Is The Way' which we see as having greatly influenced a positive social and learning culture.

Framework for Improving Student Outcomes (FISO)

With our School Review being held in 2019, all staff were involved in an audit of the Framework for Improving Student Outcomes for Dunkeld Consolidated School. Establishing an agreed position on where we sit as a school in all areas of the continuum, staff were able to identify that our strength as a school lies in 'Community engagement in learning,' which is a reflection of the programs which invite community members to be a part of and utilisation of Network support services and agencies. Excellence in Teaching and Learning has been a major focal point and one in which we are continually implementing strategies and making improvements to move toward an Evolving and more so Embedding practice.

The school community has almost completed its 2019 Review and is now in the process of developing renewed goals, targets and challenges in line with FISO improvement initiatives.

Achievement

Student achievement at Dunkeld Consolidated School has continued to trend positively. Our data from the national assessment indicates excellent 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 – 75% medium and high growth

Writing – 88% medium and high growth

Numeracy – 87.5% high growth

Spelling – 73% medium to high Growth

Over the 2016 – 2019 period, our school has succeeded in lowering our percentage of students showing low growth. 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, has decreased over the past year, so therefore, the school has initiated a focus in these areas to build the high growth again.

During 2020 we will:

- Complete our School Review and establish a new Strategic Plan.
- Provide opportunities to extend our high achieving students.
- Continue to embed Writers Workshop across the school, alongside newly developed learning lines in technical and procedural aspects of writing.
- Introduce Readers Workshop and Smart Spelling across the whole school.
- Focus on staff collaboration to provide a consistent approach to teacher judgement.
- Embed a consistent approach to Play is the Way.

Engagement

The Student Attitudes to School Survey demonstrates a very positive outlook from students to their schooling, where Dunkeld Consolidated School sits above the State in all areas: Positive endorsement of Strategic Plan focus areas for 2019 were as follows:

- School Connectedness / Sense of Connectedness: 86%
- Stimulating Learning: 94%
- Student Motivation / Motivation and Interest: 92%
- Teacher Effectiveness / Effective teaching Time: 93%

As we move into our new Strategic Plan, following our School Review, the school will focus on the Key Improvement Strategies:

- Student Voice and Agency in their learning.
- Development of a whole school approach to student goal setting.
- Develop and implement opportunities for students to be reflective, questioning and self-monitoring learners.

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 Captains, Student Voice Leaders and Class Captains (which change each term). All captains contribute in fulfilling important roles in the life of the school.

Supporting and Promoting Attendance

Dunkeld Consolidated School's Student Wellbeing and Engagement Policy supports student attendance. Our school also promotes student attendance by acknowledging the students who have 100% attendance at the end of each semester, and for the entire school year, with the distribution of 100% Attendance Certificates.

Recording Attendance:

Dunkeld Consolidated School must record student attendance twice per day. This is necessary to:

- meet legislative requirements
- discharge Dunkeld Consolidated School's duty of care for all students

Attendance will be recorded by classroom teachers at the start and end of the school day using CASES21/eCASES software. If students are in attendance at a school approved activity, the teacher in charge of the activity will record them as being present.

Recording Absences:

For absences where there is no exemption in place, a parent must provide an explanation on each occasion to the school.

Parents should notify Dunkeld Consolidated School of absences by:

- Contacting the school office via email, phone call or by using the school's website www.dunkeld.vic.edu.au, if it is an unplanned absence; informing the classroom teacher via the school diary, or, contacting the school office via email or phone call if it is a planned absence.

Wellbeing

Students at Dunkeld Consolidated School feel safe and connected to the school. The Attitudes to School Survey has shown improvement over recent years and this has been maintained over 2019. 86% of our students feel connected to our school (All Victorian State Schools 81%). Our social and emotional program, 'Play is The Way'; continues to have a great influence on both children and teachers in improving the many aspects that make up school culture. We have continue to present '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 and in their learning. At assemblies we periodically promote individual differences in all aspects of learning through the demonstration of individuals all being at different levels of different areas of learning through what we call 'learning lines' (given any area of academic or life skills, where do children place themselves on a strip of paper based on their opinion of their

expertise?) . The teachers at our school support the PITW program. Our staff acknowledge that student wellbeing and engagement are precursors to academic improvement and success.

Financial performance and position

During 2019, the Dunkeld Consolidated School was included in the Permanent Modular School Buildings Program in which we will receive a new replacement building in 2020 (in line with the Asbestos Safety Program). We also received funding under a Bushfire Preparedness (Vegetation) Program and funding towards the School Swimming program. The school's Equity Funding was used to support literacy for students through the MacqLit and MiniLit programs. Through locally raised funds, the school was able to continue running the Stephanie Alexander Kitchen Garden Program. This program is seen to have a positive impact on wellbeing and engagement at our school; however, it is an annual challenge to for the School Council in finding the means of raising funds.

Our P & F Association have largely contributed to the school through their many fundraising events, allocating funds to purchase new furniture, resources and upgrades of play spaces.




For more detailed information regarding our school please visit our website at
<https://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 115 students were enrolled at this school in 2019, 55 female and 60 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>69%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>60%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>53%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	50%	25%	Numeracy	13%	50%	38%	Writing	13%	69%	19%	Spelling	27%	60%	13%	Grammar and Punctuation	13%	53%	33%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>93 %</td> <td>91 %</td> <td>94 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	91 %	94 %	91 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above	● Similar ● Below
Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>	
<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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>	

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,014,333	High Yield Investment Account	\$157,202
Government Provided DET Grants	\$170,979	Official Account	\$20,293
Revenue Other	\$9,384	Other Accounts	\$2,836
Locally Raised Funds	\$106,660	Total Funds Available	\$180,332
Total Operating Revenue	\$1,301,357		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,015,883	Operating Reserve	\$35,098
Books & Publications	\$4,043	School Based Programs	\$107,493
Communication Costs	\$2,070	Asset/Equipment Replacement < 12 months	\$9,134
Consumables	\$27,065	Maintenance - Buildings/Grounds < 12 months	\$28,607
Miscellaneous Expense ³	\$55,974	Total Financial Commitments	\$180,332
Professional Development	\$5,954		
Property and Equipment Services	\$61,812		
Salaries & Allowances ⁴	\$47,253		
Trading & Fundraising	\$15,488		
Utilities	\$15,696		
Total Operating Expenditure	\$1,251,237		
Net Operating Surplus/-Deficit	\$50,120		
Asset Acquisitions	\$30,020		

- (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 26 February 2020 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.

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)

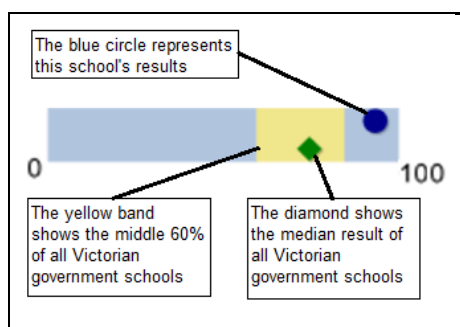
Engagement

- 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).

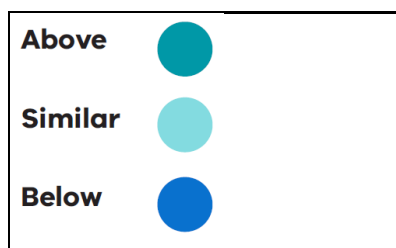


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').