

2020 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 2020 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 30 April 2021 at 12:53 PM by Dee-Anne Gerring (Principal)

The 2020 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 07 May 2021 at 04:21 PM by Richard McShane (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

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 forty 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 Vision -

Dunkeld Consolidated School has a caring environment with an emphasis being placed on students reaching their full academic, physical, personal wellbeing and social potential. The School links with community to provide a depth of extracurricular activities and leadership opportunities for students and encourages outstanding performances in the areas of leadership, academic achievement, sport, performing arts, cultural and artistic achievement. Dunkeld Consolidated School aims to give students a solid foundation, with a strong emphasis on Literacy and Numeracy. The curriculum and instruction aims to assist children to develop their potential to the fullest in all aspects of their school life and be ready to progress in their future endeavours.

School Values -

The Dunkeld Consolidated School motto is "Our Best Always". We acknowledge that a special relationship exists between the school and its community and that this is very important. Schooling is a shared responsibility and therefore we provide opportunities for parents and community members to participate in school activities.

At Dunkeld Consolidated School, we commit ourselves to providing a safe and caring environment where children are able to achieve their personal best in all areas of the curriculum. We strive to be better at everything we do and we set 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 value and encourage 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 difficult. We want them to have a purpose and sense of authenticity in what they do and become independent learners.

At Dunkeld Consolidated School, we want children to develop their ability to empathise with others and to understand how they fit into a complex social setting. We recognise that we need to equip children to be able to handle the current

issues in their lives as well as to prepare them for the future. The school plays a major role in the social and emotional health of each child.

Our school follows a social and emotional education program called 'Play is the Way', which provides the foundation of our school values. The overriding objectives of 'Play is the Way' are:

- To help the staff, students and parents of our school create a safe learning environment in which students train to be independent, self-regulating, self-motivated learners in persistent pursuit of their personal best and able to get along with each other.
- To help develop students of strong character and decency with social and emotional competencies to live and learn well.
- To foster empathetic students, considerate of themselves, each other and the world in which they live with sound and good reasons for the things they say and do.

Five key concepts are regularly visited and reinforced through classroom activities and games:

- Treat Others as You Would Like Them to Treat You - If someone is unlike you, seek to understand them. We value respect and tolerance.
- Be Brave. Participate to Progress - School is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are the more you learn. We value courage and resilience.
- Pursue Your Personal Best No Matter Who You Work With - We do not come to school to be better than others. We come to school to better ourselves by being able to work with others. We value persistence and diligence.
- Have Reasons For the Things You Say and Do - If you do not know why you are doing something, then don't do it because it is most likely wrong. We value kindness and empathy.
- It Takes Great Strength To Be Sensible - We do the right thing because it is the best thing to do. We value honesty and self-control.

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.

The Dunkeld Consolidated School had an enrolment of 102 students in 2020. Dunkeld Consolidated School is staffed by a Principal, 5.2 equivalent full-time teachers, 0.94 equivalent Integration teacher Aides and 1.26 equivalent Business Manager/Bursar and Teaching Support Staff.

For 2020, the school had a Prep/1, Year 1/2, Year 3, Year 4/5 and Year 5/6 class. Library lessons are provided through the MARC Library Van service. 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 3 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 embed the social and emotional learning program, 'Play Is The Way' in all aspects of learning, 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 2019/2020, 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 programs and strategies and making improvements to move toward an Evolving and more so Embedding practice.

Dunkeld Consolidated school delivered on our Key Improvement Strategy to develop a whole school approach to planning, collaboration and use of assessment. This helped staff when moving to Remote and Flexible Learning, where common planning and practices were immediately able to be implemented across the school, helping families transition with relative ease at home. Our next focus in supporting improvement in Excellence in Teaching and Learning include, 'Developing a whole school instructional model that is consistently implemented to ensure the individual learning needs of all students are met', and 'Developing Teacher capacity to use multiple forms of assessment to moderate and differentiate learning.'

Achievement

Learning Growth through NAPLAN was unable to be assessed due to the impact of COVID-19, Remote and Flexible Learning and no testing taking place.

Students at Dunkeld Consolidated School responded well to Remote and Flexible Learning. A consistent approach across the school using lesson delivery through Seesaw, saw teachers supporting one another as well as family members having confidence in the school through the consistent approach.

Following the School Review, Dunkeld Consolidated School settled on the following two goals for their next four year Strategic Plan: 'To improve the learning growth of every student in Literacy and Numeracy' and 'To improve student engagement in the learning'. Consistency in implementation of programs and consistent planning and collaboration has been a highlight of achievement across the school in 2020.

During 2021 we will:

- Provide opportunities to extend our high achieving students.
- Continue to embed Writers Workshop across the school.
- Implement Readers Workshop and Smart Spelling across the whole school.
- Focus on staff collaboration to provide a consistent approach to moderation and teacher judgement of assessment pieces.
- Embed a consistent approach to Play is the Way in junior years and implement the Resilience Project in Years 4-6.

Engagement

Dunkeld Consolidated School students were well supported during the Remote and Flexible Learning periods in 2020. Through a consistent approach to curriculum delivery from teaching staff, common expectations and support mechanisms in place for all students, but especially those we considered vulnerable of falling behind. Staff constantly reviewed their practise and made adaptations to better support students in their learning. The majority of students were able to engage in their learning and achieve at the expected rate.

The Student Attitudes to School Survey demonstrates a very positive outlook from students to their schooling. Positive endorsement of Strategic Plan focus areas for 2020 were as follows:

- School Connectedness / Sense of Connectedness: 84%
- Student Voice and Agency: 63%
- Sense of confidence: 74%
- Student Motivation / Motivation and Interest: 84%
- Stimulated Learning: 90%
- Teacher Effectiveness / Effective teaching Time: 84%

As we focus on our 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.

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 over recent years has shown continued positive endorsement. This is evident through confident, happy children and the school high attendance rates.

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

During the Remote and Flexible Learning period, staff ensured the wellbeing of all students with daily class meetings through Webex. Individual students were supported with one-to-one or small group sessions to help with social engagement to improve motivation while at home.

Beyond 2020, Dunkeld Consolidated will build on wellbeing practices by introducing the Resilience Project to Year 4-6 students and hold daily mindfulness sessions.

Financial performance and position

During 2020, the Dunkeld Consolidated School was included in the Permanent Modular School Buildings Program in which we received a new replacement of our hall (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 Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 100 students were enrolled at this school in 2020, 47 female and 53 male.

0 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

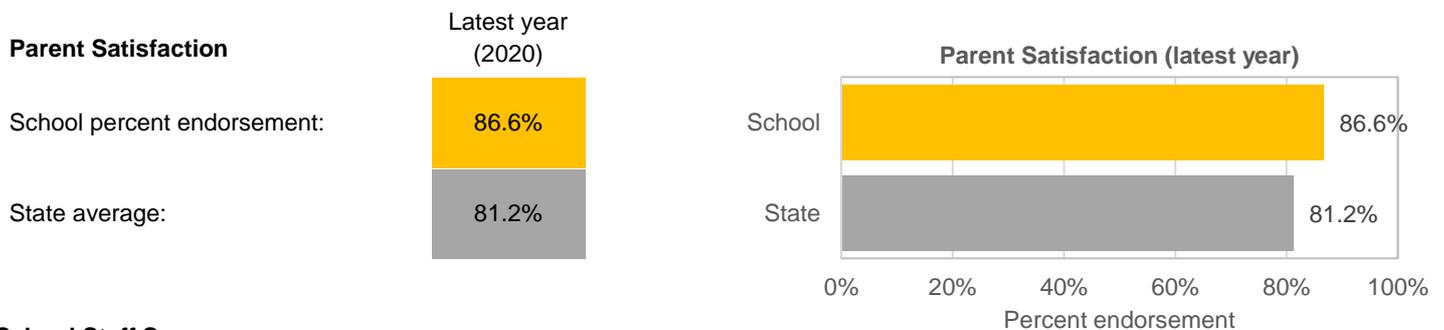
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

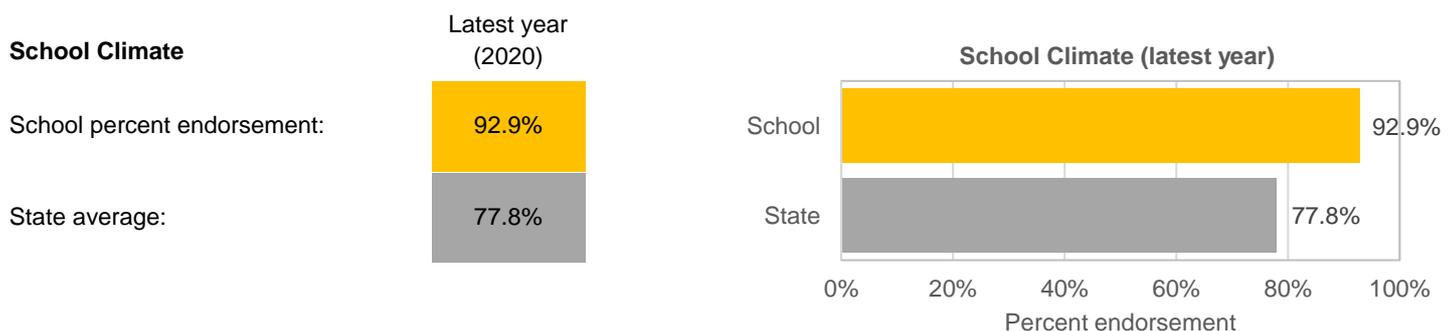


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

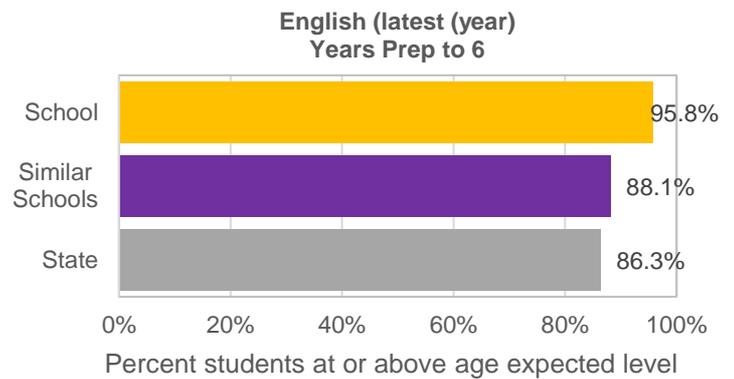
95.8%

Similar Schools average:

88.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

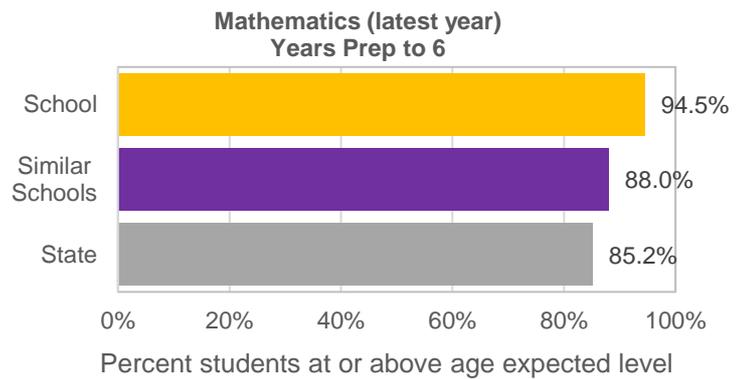
94.5%

Similar Schools average:

88.0%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

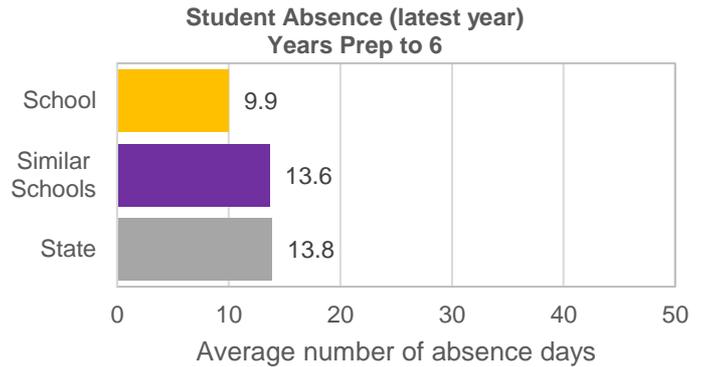
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.9	12.5
Similar Schools average:	13.6	15.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	94%	94%	94%	97%	95%	97%

WELLBEING

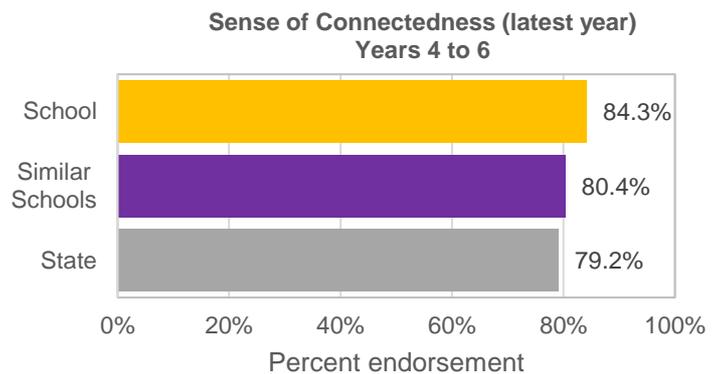
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	84.3%	85.9%
Similar Schools average:	80.4%	81.1%
State average:	79.2%	81.0%



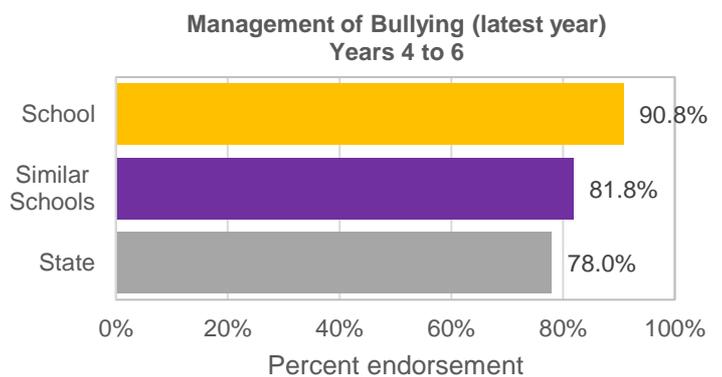
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	90.8%	90.3%
Similar Schools average:	81.8%	82.1%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$937,965
Government Provided DET Grants	\$233,285
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$2,198
Locally Raised Funds	\$37,915
Capital Grants	NDA
Total Operating Revenue	\$1,211,362

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,452
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$6,452

Expenditure	Actual
Student Resource Package ²	\$978,813
Adjustments	NDA
Books & Publications	\$2,197
Camps/Excursions/Activities	\$13,129
Communication Costs	\$2,670
Consumables	\$31,122
Miscellaneous Expense ³	\$10,142
Professional Development	\$5,200
Equipment/Maintenance/Hire	\$23,630
Property Services	\$78,108
Salaries & Allowances ⁴	\$63,479
Support Services	NDA
Trading & Fundraising	\$11,960
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$13,673
Total Operating Expenditure	\$1,234,122
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$167,247
Official Account	\$30,137
Other Accounts	\$3,011
Total Funds Available	\$200,395

Financial Commitments	Actual
Operating Reserve	\$35,362
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$111,376
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$12,256
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$41,400
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$200,394

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.