

2022 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 of the previous calendar year 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 27 April 2023 at 05:06 PM by Angela Field (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 May 2023 at 02:54 PM by Rachel Blackwell (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

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/emotional potential. In 2022 with the easing of pandemic restrictions, parent participation at school was increasing with involvement in school activities, such as classroom helpers, particularly in the junior classrooms. A committed School Council maintained a productive year in 2022, relocating our drop-off and pick-up zone to within the school grounds to ensure the safety of our families with the increased usage of the Victoria Valley Rd as Dunkeld becomes a more popular tourist town. The Dunkeld Consolidated School had an enrolment of 83 students at the beginning of 2022, with an increase to 93 students in term four, 2022. Dunkeld Consolidated School is staffed by a Principal (Acting), 4.4 equivalent full-time teachers, 0.85 equivalent Education Support Staff and 1.0 equivalent Business Manager. For 2022, the school had a Prep/1, Year 2/3, Year 4/5, and Year 5/6 class. Library lessons were provided through the MARC Library Van service. Dunkeld Consolidated School is a Stephanie Alexander Kitchen Garden School and operates an impressive 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 community involvement. Students have access to excellent ICT facilities. A school bank of laptops and iPads are available to students and was updated in 2022. 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. Dunkeld Consolidated School continues to implement The Resilience Project at all levels (F-6) to continue the focus on teaching positive mental health and wellbeing strategies. In 2022 the Parent Program with The Resilience Project was implemented.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, DCS continued working with the agreed whole school instructional model that is consistently implemented to ensure the individual learning needs of all students are met. The instructional models highlight High Impact Teaching Strategies, incorporating the Readers and Writers Workshop models. Peer observations were performed in term three to focus on areas of the instructional model.

As part of our whole school planning day, all staff met to review our Assessment Schedule and align a whole school approach to planning, collaboration, and use of assessment. Through use of our school google drive, planning documents are aligned across the whole school, with the consistent and appropriate use of our agreed templates.

The use of Seesaw maintained a consistent approach, and a positive line of communication between home and school for students, parents, and teachers.

A data analysis tool is used across all levels, for staff to plot students working below at, or above level, and to list and implement strategies to include for future progress of students. TLI students were identified from our data analysis, and the Tutor delivered a comprehensive learning program for these students. Student outcomes improved with the TLI program, with excellent communication between classroom teachers and tutors. Reflection reports were completed by TLI students and sent home to families.

Individual Education Plans (IEPs) were completed for students where required, with Student Support Group (SSG) meetings held to ensure goals and strategies for improved student success were being monitored.

Wellbeing

The Attitudes to School Survey in 2022 has shown continued positive endorsement, although a decline across some areas was recorded compared to 2021 data. Our Wellbeing Supplementary report highlights Embedding or Excelling in eight of the eleven measures surveyed. It was pleasing to note that Bullying is managed well, with 97% of students recording that they are NOT experiencing Bullying.

Our social and emotional program, 'Play is The Way'; continues to have a positive influence on both children and teachers in improving the many aspects that make up school culture. Five staff attended Play is the Way professional learning in 2022.

Our staff acknowledge that student wellbeing and engagement are precursors to academic improvement and success. The introduction of The Resilience Project (TRP) across the whole school in 2022, was a success along with the Parent Program commencing to further enhance our commitment to mental health and wellbeing. During 2022, students in years 4 to 6 completed the Resilient Youth Survey as part of TRP, an invaluable additional data set. In term four we were able to appoint a Wellbeing Coordinator, one day per week, to work with individuals and/or groups of students. This proved to be a great asset to our school team, with Wellbeing meetings held fortnightly.

A Wellbeing Scope and Sequence document was drafted, aligning these various programs and resources used at DCS:

- Play Is The Way
- The Resilience Project
- Physical Education and Health Victorian Curriculum
- Personal and Social Capability
- Resilience Rights and Respectful Relationships

Engagement

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 is recorded by classroom teachers at the start and end of the school day using CASES21 software. 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, informing the classroom teacher via the school diary or Seesaw.

Student absences were monitored closely in 2022, with a rise in the percentage of students having 20 or more days absent from 18% (2020/21) to 37% (2022). This rise is consistent across Victorian government school for 2022. DCS remained well below compared to Similar Schools and schools within our Network. Staff at DCS, consistently contacted families regarding absences, ensuring that the number of unapproved absences stayed at a minimum.

Data from the Attitudes to School Survey 2022:

- - Sense of confidence 85%
- - Sense of inclusion 90%
- - Attitudes to attendance 84%

While there is a decline in these factors from 2021, the data still remains positive compared to similar, network and state schools, and staff have continued to review this data moving towards a positive trend for 2023.

Other highlights from the school year

A Communication Survey for parents/carers was undertaken in 2022 to gain feedback from families regarding our use of communication tools. Seesaw for School was implemented in 2022, to enhance communication across the school community, with access for the Principal to send out weekly reminders, bulletins, etc. and to contact parents individually when required. Newsletters was an area of change, with parents agreeable to the idea of two newsletters per term, with the increased use of Seesaw for weekly information/events.

A successful end of year celebration was held in the form of a Bush Dance. An entertainment company were employed for the day to teach students bush dances and the Student Voice Leaders worked with School Council to plan for the night, making it a school fundraiser.

School Camps went ahead as planned, with support from families and School Council fundraising.

Sporting achievements were positive, with many students competing at zone or regional level. Our Hockey 7s team made it to the State Championships day held in Melbourne. One of our Cross Country competitors also made it to the State Championships in Melbourne.

Student Voice was an area of improvement for 2022. Student Voice leaders were appointed and given the task of meeting to plan and implement Fun Fridays (activities run by the Year 6 leaders during the last session of the day on fortnightly Fridays). They also planned and designed a school Beanie to become part of the Winter School uniform.

Financial performance

During 2022, the Dunkeld Consolidated School continued to receive funding under the Bushfire Preparedness (Vegetation) Program and funding towards the School Swimming program. The Tutor Learning Initiative continued, with a tutor employed for 2 days per week.

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 for the School Council in finding the means of raising funds.

The SmartyGrants shade sail project for a new outdoor learning space is yet to be completed due to the backlog of works for the shade sail company due to the pandemic. This should be completed by June 2023.

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 2.0 (FISO 2.0).

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 83 students were enrolled at this school in 2022, 35 female and 48 male.

0 percent of students had English as an additional language and NDP 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).

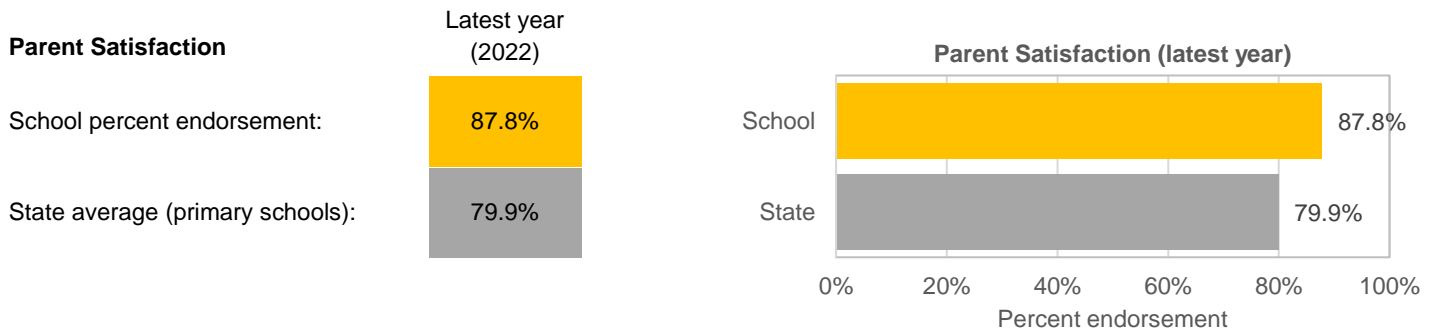
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

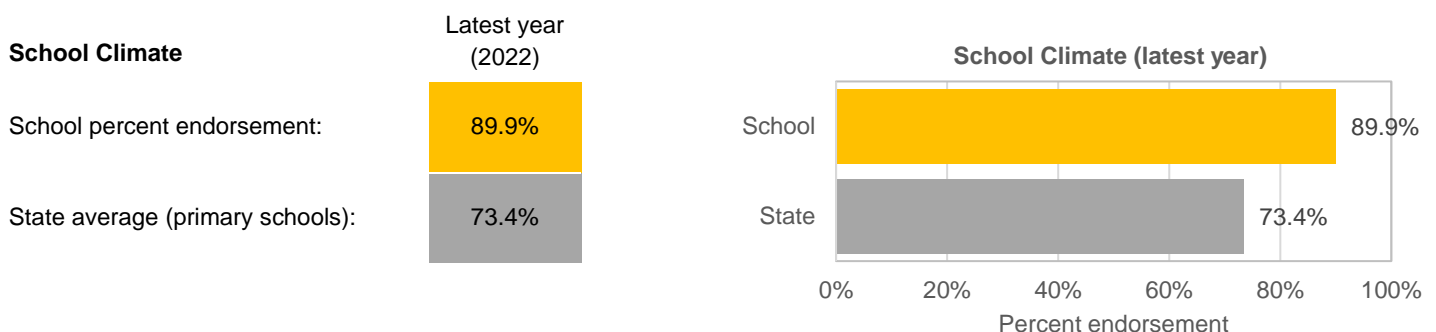


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

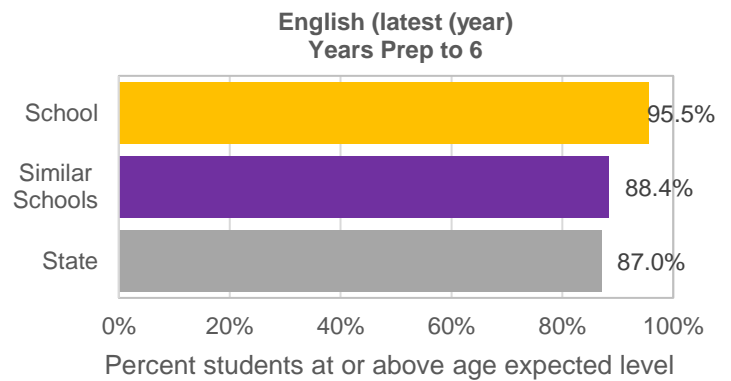
95.5%

Similar Schools average:

88.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

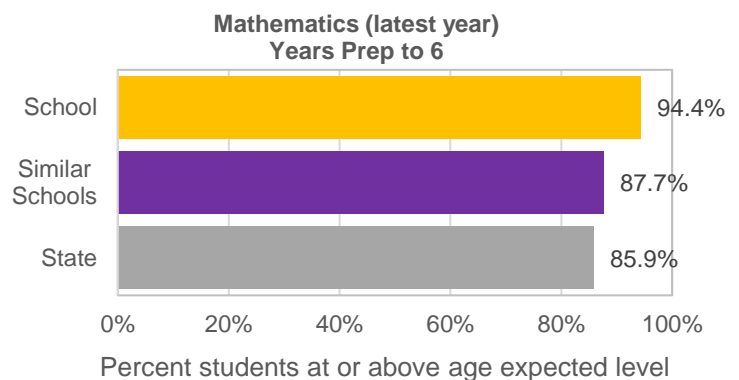
94.4%

Similar Schools average:

87.7%

State average:

85.9%



LEARNING (continued)

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.

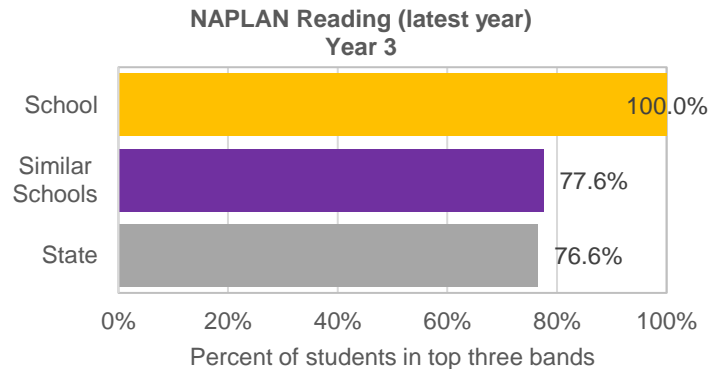
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

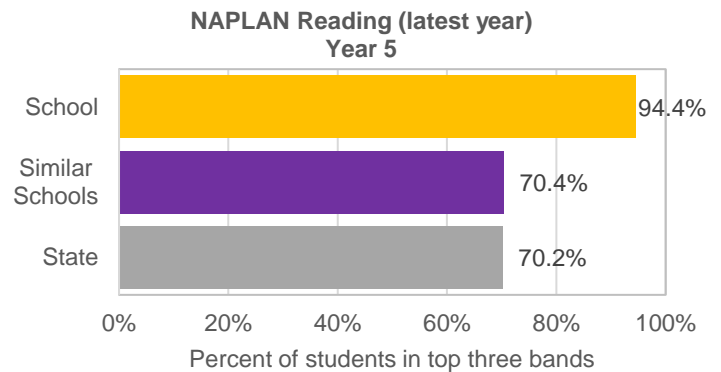
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	100.0%
Similar Schools average:	77.6%	76.4%
State average:	76.6%	76.6%



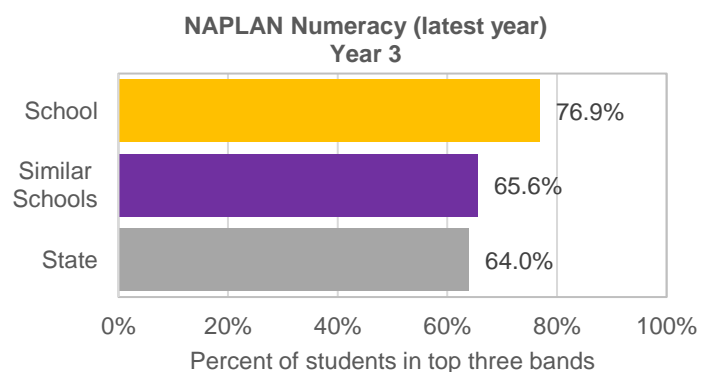
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.4%	85.7%
Similar Schools average:	70.4%	71.2%
State average:	70.2%	69.5%



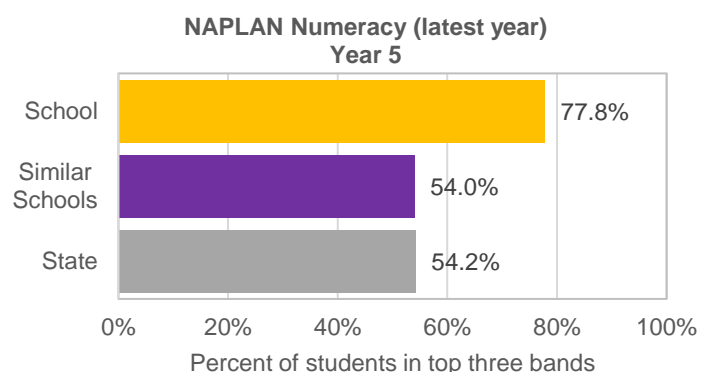
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.9%	82.4%
Similar Schools average:	65.6%	67.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.8%	75.5%
Similar Schools average:	54.0%	58.8%
State average:	54.2%	58.8%



WELLBEING

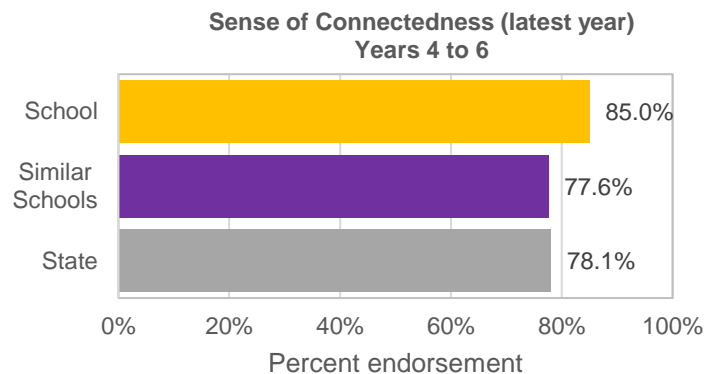
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	85.0%	87.9%
Similar Schools average:	77.6%	79.5%
State average:	78.1%	79.5%

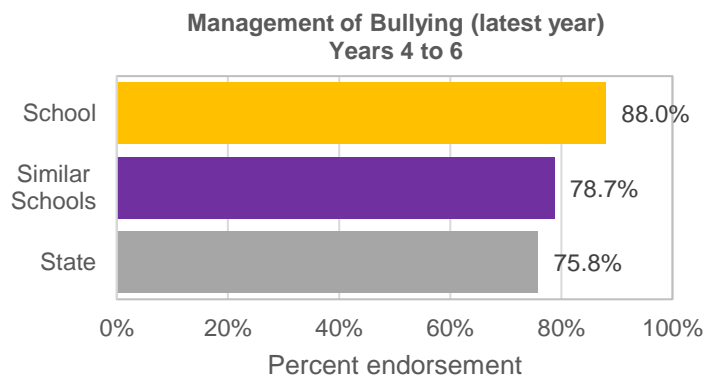


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	88.0%	90.9%
Similar Schools average:	78.7%	81.0%
State average:	75.8%	78.3%



ENGAGEMENT

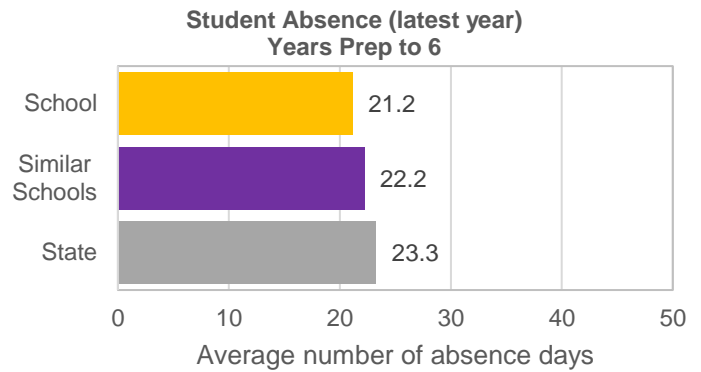
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.2	14.2
Similar Schools average:	22.2	16.3
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	92%	89%	89%	88%	87%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$930,150
Government Provided DET Grants	\$170,953
Government Grants Commonwealth	\$630
Government Grants State	\$0
Revenue Other	\$10,900
Locally Raised Funds	\$83,607
Capital Grants	\$19,752
Total Operating Revenue	\$1,215,992

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,573
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,573

Expenditure	Actual
Student Resource Package ²	\$1,048,527
Adjustments	\$0
Books & Publications	\$3,190
Camps/Excursions/Activities	\$42,487
Communication Costs	\$1,218
Consumables	\$39,691
Miscellaneous Expense ³	\$9,569
Professional Development	\$4,345
Equipment/Maintenance/Hire	\$21,519
Property Services	\$62,001
Salaries & Allowances ⁴	\$40,976
Support Services	\$0
Trading & Fundraising	\$17,104
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$17,897
Total Operating Expenditure	\$1,308,523
Net Operating Surplus/-Deficit	(\$112,283)
Asset Acquisitions	\$8,641

(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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$139,913
Official Account	\$43,837
Other Accounts	\$3,388
Total Funds Available	\$187,138

Financial Commitments	Actual
Operating Reserve	\$37,023
Other Recurrent Expenditure	(\$314)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$100,362
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$16,238
Capital - Buildings/Grounds < 12 months	\$19,056
Maintenance - Buildings/Grounds < 12 months	\$24,576
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$196,940

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.