

Dorset Primary School

Dorset Primary School, located in Croydon, and with 439 students enrolled at the end of 2011, has a 33 year history of meeting the diverse needs of its community. Our aim is to develop, in partnership with the total school community, a safe, secure, encouraging, caring, happy and enthusiastic learning environment. Our staff, Council and parent community are committed to positive consultation processes, shared decision making and to the provision of a learning and teaching environment that utilizes sound contemporary teaching and learning strategies with ongoing assessment and reporting of each child's progress.

At Dorset we see each student as an individual and develop comprehensive VELs based programs that cater to their needs, abilities and differing learning styles. We educate our children to adapt in a rapidly changing and increasingly technological environment. 2012 has seen the introduction of a trial laptop and notebook program within the school. There has been a Mathematics Consultant employed to help maintain our school's excellent results. 2011 saw many continuing changes to the physical environment of the school. These changes include an improved sporting precinct, the completion of the school hall, an upgrade to the administration and student resource area of the school and a continuing improvement in grounds beautification. The Stephanie Alexander program will begin in 2012.

The school had, at the end of the year, the equivalent full time staff of 23.6 , Principal Class 1.0 and Education Support Staff of 9.84.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Students with Disabilities Report:</p> <p>In 2011, 17 children were on the program. All children are progressed well, evidenced by their continuing VELs assessments. Each of the children are on the school's reporting system (Quickvic).The coordinator works with teachers, Integration Aides and parents to develop, deliver and monitor the personal learning plans and goals for each child.</p> <p>VELs and NAPLAN: The overall data and the intake-adjusted data indicate that our students are achieving 'above' or 'similar' to the middle 60% of government schools in English and Mathematics, but there was a slight decline in 2011 in the teacher assessment against VELs in the 'All other subjects' component. In the 'School Comparison' indicators we are 'similar' in every area when compared to government schools.</p> <p>The NAPLAN data indicates that in 2011 we are 'Similar' or 'Higher' than other government schools who have students with similar backgrounds in Reading and Mathematics for both Grade 3 and Grade 5. In 2011 we were considered 'Higher' in Grade 3 Reading and Numeracy (in the top 20%) and in Grade 5 Numeracy.</p> <p>A Mathematics Consultant/Mentor has been employed to help maintain the schools achievements in Mathematics. English remains the school's top priority with ICT and Mathematics as priorities.</p>	<p>To maintain a caring, safe environment for students, staff, parents, and the wider community continued to be goal for 2011. Focus was placed on improving Grade 6 attendance and ensuring children are connected to school both socially and academically. Emphasis was placed on meeting children's needs and providing a variety of enticing and engaging extracurricular activities that stimulated learning, encouraged attendance and a sense of belonging.</p> <p>School average absences rose from 13.8 to 14.2. Grade 6 absences rose from 15 to 15.8.</p> <p>There has been a dedicated commitment of staff to ensure the restorative practices are adhered to and used effectively. The use of Restorative Justice provides a consistent approach which engenders willingness for all to be involved and solve issues. A variety of clubs available during lunch break have provided the children with a sense of belonging and encouraged a sense of achievement away from the classroom.</p> <p>The annual student Attitudes to School survey shows an increase in School connectedness from 4.23 in 2010 to 4.53 in 2011. An incentive for 2011 was a timetabled informative Level meeting time for all senior students and teachers, communicating planned events developed children's sense of community.</p>	<p>Dorset Primary School has an excellent Transition program in place that increasingly supports the variety of transitions our students make. Our enriched and comprehensive Prep Transition Program runs from August until December and we continue to forge strong relationships with our parents and students during this program that ensures a smooth and happy start to the new year. Small grades in our Prep area (22 students in each of the 4 prep grades in 2012 with 5 full time teachers), has contributed to strong social, emotional and academic outcomes for our students . We have a large number of children with an ASD transition through Prep-2 and we have continued to develop Student Profiles for these students to enable useful information sharing between parents and teachers.</p> <p>Our 2011 exit students are enrolled at a range of local Government, Catholic and Independent schools. Year 6 Graduation, plus visits to and by local secondary schools has continued to assist with the smooth student transition into secondary schools. Our continued and extensive relationships with our secondary feeder schools, has assisted with the smooth transition of our Year 5 and 6 students in 2011.</p> <p>We continue to implement two whole-school transition sessions at the end of the year.</p>

For more detailed information regarding our school please visit our website at

[enter school URL/website here]

or view our 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>