

# 2018 Annual Report to the School Community



School Name: Dorset Primary School

School Number: 5132



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 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 23 March 2018 at 03:04 PM by Palma Coppa (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 17 May 2018 at 06:22 PM by Ben Graham (School Council President)





## About Our School

### School Context

In 2017 our workforce consisted of 21 equivalent classroom teaching staff, 6 specialist teaching staff with a variety of time fractions, a Principal and Acting Assistant Principal. There were also 14 Educational Support Staff. Specialist staff consist of a Music, Physical Education, Art, Science, Languages (French), Digital Technology, and a fully trained chef and gardener to staff our kitchen and gardens as part of the Stephanie Alexander Kitchen Garden Program. Our enrolment for 2017 was 482 and the school's SFO (Student Family Occupation) index was 0.4355.

The school consists of three main wings, incorporating 21 classrooms, administration centre, kitchen and hall. A free standing canteen operating three times a week and garage complete the facilities. The playground features include five separate adventure playgrounds, a basketball court, a synthetic grass football/soccer field, tennis/netball court and running track. During 2017 an indigenous mural was commissioned and completed with the assistance of the entire school population and the kinder children from Croydon Gums.

The vision for Dorset Primary School is that our school is an inclusive community that empowers all students to become passionate life-long learners, achieve maximum potential and build their emotional, physical and social wellbeing. Our school places emphasis on meeting the academic and emotional needs of all our students through various assessment and differentiated planning, and an emphasis on what constitutes quality learning and explicit teaching. A culture of team planning and collegiate support is well embedded amongst the teachers and enables high quality programs to be delivered.

Student voice was developed to a higher level through the Junior School Council meetings and JSC representatives attending all School councils meetings. Many initiatives that were suggested by the JSC were implemented throughout the school for example; Pink Day and types of clubs. Leadership opportunities grew in 2017 with 125 children throughout the school in leadership roles.

Our school also implements the following Support Programs:

Whole School Transition Program, Clubs, Foundation Transition Program – 12 weeks, Foundation and Year 5 Buddies Program, Literacy Support, School Chaplaincy, Rock and Water, Social Worker and Speech therapy.

Achieving the best possible learning outcomes for all children continues to be the overarching goal at Dorset Primary School.

### Framework for Improving Student Outcomes (FISO)

2017 saw a major focus on Building Practice Excellence across the school, teams and individuals. Whole school practices were audited through the successful introduction of the School Improvement Team where many changes were initiated and implemented to develop a greater consistency of practice across the school. This included a greater focus on moderation across the school in Literacy and Numeracy and teams looking more regularly at data and how they can use the data to inform their teaching.

The peer observation program was also strengthened and much professional development occurred across the school in relation to the Workshop model.

### Achievement

Dorset PS implemented the Victorian Curriculum school-wide, with both mid-year and end of year reports assessing student growth in key Literacy and Numeracy areas. As a result, our planning documentation continues to align with the new curriculum.

The Workshop model continued to be a focal point for the school, with Chris Jones, a Literacy Consultant, hired to coach staff and students on the use of mentor texts and continuing to build on student conferencing and goal setting.

Regular moderation of writing samples (narrative and persuasive) ensured more consistent teacher judgements. Teacher judgements were consistent in English and Mathematics, but generally reflected the NAPLAN band scores (Top 2 bands) in Year 3 and Year 5.

Year 3 Reading – 13% disparity between Top 2 Bands (NAPLAN) and reporting on Reading and Viewing.

Year 3 Writing – 37% disparity between Top 2 Bands (NAPLAN) and reporting on Writing.

Year 3 Maths – 3% disparity between Top 2 Bands (NAPLAN) and reporting on Number.

Year 5 Reading – 11% disparity between Top 2 Bands (NAPLAN) and reporting on Reading and Viewing.

Year 5 Writing – 15% disparity between Top 2 Bands (NAPLAN) and reporting on Writing.

Year 5 Maths – 6% disparity between Top 2 Bands (NAPLAN) and reporting on Number.



**NAPLAN:**

NAPLAN Learning Gain (relative growth between Year 3 and Year 5 results) considered to show consistent growth, with higher growth than State recorded in Numeracy (23.08%), Spelling (28%) and Grammar and Punctuation (25.33%). Those recording below State were Reading (18.1%) which was substantially lower than State (25%) and Writing (23.08%).

Several factors impacted on these results including classroom disruptions from teacher departures and a host of new students into our school (10%) in Year 5 that were well-below state standards.

**NAPLAN Year 3 and Year 5**

The proportion of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Results were comparative to similar schools within most areas, with Numeracy scoring higher in Year 5. The school continues to display solid results for all areas of NAPLAN and are consistently above or at level with similar schools and the State.

Top 2 Bands (latest year)		School	State Median	School Comparison
Year Level	Domain - measure	Percent	Percent	
Year 3	Reading	71%	above	Above
Year 3	Numeracy (latest year)	59%	above	Above
Year 5	Reading (latest year)	26%	equal	slightly below
Year 5	Numeracy (latest year)	35%	equal	equal

**Engagement**

Dorset Primary School provides a broad range of programs catering for the differing needs and skills of every student. These programs provide an extensive range of opportunities so that all children can pursue their interests, develop the necessary skills and in turn achieve success. A sample of these programs include:

productions and school choir, extensive student leadership program, P.E, PMP and interschool sport, cooking at all grade levels including the Stephanie Alexander Kitchen Garden Program, 1:1 Yr. 3-6 laptop program, lunchtime clubs and sustainability program including caring for our garden and chickens.

- A continuing low student absence rate can be attributed to strong family connections and constant communication between home and school. In 2017 student attendance across grades has continued to remain at 93%, consistent with a similar result in 2016. The average P-6 absence for 2017 was 13.09 days per year per student, compared with 13.21 in 2016. In 2017, student absences were overall fewer than the median recorded level in Victorian schools, placing Dorset in the 'HIGHER' category. Results over the 4 year period showed similar positive results.

- 2017 Student Attitude to School survey results were generally positive with the following scores compared with AIP 2017 goals:

Stimulating Learning 2016 3.90 increasing to 2017 84% or 4.20  
 Student Motivation 2016 4.33 dropping slightly to 2017 85% or 4.25

**Wellbeing**

Dorset Primary School places a strong emphasis on student wellbeing. Our school values of respect, honesty, kindness, caring, tolerance and excellence are central in the minds of all students and the community through circle work, weekly discussions ,values tree, newsletter articles and the wellbeing curriculum Our school moto 'inspire, achieve and succeed' demonstrates the school's strong commitment to improve student's learning outcomes academically, socially and emotionally.

In 2017, Dorset Primary School continued the partnership with Real Schools. Within this partnership we consistently strived to develop committed teachers, caring students and connected communities. Restorative Practice continued to be our whole school approach for developing positive productive relationships around the Dorset Primary School community. We stayed committed to building strong relationships using the restorative approach to deal with conflict, to repair harm and to maintain high expectations.

In conjunction with our Real schools Partnership, we continued to run wellbeing programs such as Revved Up, M-power and The Rock and Water program for children from grades two to six. Additionally, transition programs, breakfast club Circle Times and student interest clubs.



Moving forward, we believe that a comprehensive focus on supporting strong teacher practice, developing students' emotional intelligence and developing positive relationships is vital and is being embedded in our overall school culture.

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



## 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><b>Enrolment Profile</b></p> <p>A total of 485 students were enrolled at this school in 2017, 238 female and 247 male.</p> <p>15 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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

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

Achievement	Student Outcomes	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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Similar</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:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>55%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>55%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>49%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>45%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>49%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	55%	18%	Numeracy	22%	55%	23%	Writing	28%	49%	23%	Spelling	27%	45%	28%	Grammar and Punctuation	25%	49%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Numeracy	22%	55%	23%																							
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Grammar and Punctuation	25%	49%	25%																							



## 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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	93 %	93 %	93 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	93 %	93 %	93 %	93 %										



## 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:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2017</p>	Similar

# 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)

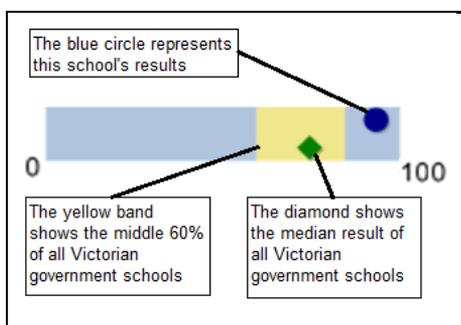
### Engagement

- 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).

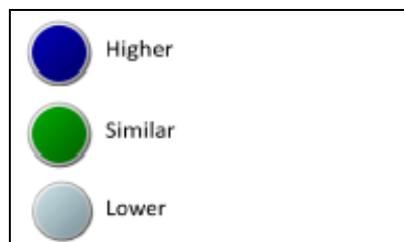


## What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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').



## Financial Performance and Position

### Financial performance and position commentary

Financial meetings with the business manager continued each fortnight. Each meeting the Fortnightly Salaries Transaction Report, School Budget Management report, the high yield and official account balances were analysed to ensure accuracy.

The 2017 surplus can be attributed to the employment and replacement of teachers being well considered and appointed for example; classroom teacher 2 positions were replaced by classroom teacher 1 step 5.

Equity funding was used to support children with learning difficulties. Leading teachers were allocated extra time to plan, teach and support the children in their levels that required assistance.

Significant expenditure over 2017 included new furniture in the general purpose room, painting the indigenous mural, expanding the digital technologies program through the purchase of a set of new iPads, farm program for children with challenging behaviours, commissioning an artist to complete the grade 6 graduation piece, allocating extra funding to the chaplaincy program and general maintenance and building works.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,592,803	High Yield Investment Account	\$51,854
Government Provided DET Grants	\$495,599	Official Account	\$7,652
Government Grants Commonwealth	\$4,107	Other Accounts	\$100,479
Revenue Other	\$51,370	<b>Total Funds Available</b>	<b>\$159,985</b>
Locally Raised Funds	\$411,945		
<b>Total Operating Revenue</b>	<b>\$4,555,824</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$52,669		
<b>Equity Total</b>	<b>\$52,669</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,249,581	Operating Reserve	\$145,484
Books & Publications	\$5,598	Maintenance - Buildings/Grounds incl SMS<12 months	\$14,501
Communication Costs	\$9,720	<b>Total Financial Commitments</b>	<b>\$159,985</b>
Consumables	\$73,837		
Miscellaneous Expense <sup>3</sup>	\$224,125		
Professional Development	\$39,290		
Property and Equipment Services	\$288,439		
Salaries & Allowances <sup>4</sup>	\$198,985		
Trading & Fundraising	\$78,071		
Travel & Subsistence	\$315		
Utilities	\$45,683		
<b>Total Operating Expenditure</b>	<b>\$4,213,644</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$342,179</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		



- (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 05 March 2018 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.*