

2020 Annual Report to The School Community



School Name: Dorset Primary School (5132)



- 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 10 March 2021 at 04:15 PM by Palma Coppa (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.

To be attested by 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

In 2020 by early March we were faced with the COVID-19 crisis and schools were closed and a remote and flexible learning curriculum had to be created and implemented. Dorset Primary School chose the See Saw platform to deliver the remote learning curriculum to our students.

Our workforce consisted of 22 equivalent classroom teaching staff, 6 specialist teaching staff with a variety of time fractions, two learning specialists, a Principal and two Assistant Principals. There were also 13 Educational Support Staff. Specialist staff consisted of a Music/Performing Arts, Physical Education, Art, Science, Languages (Italian), Digital Technology, and a fully trained chef and gardener to staff our kitchen and garden as part of the Stephanie Alexander Kitchen Garden Program. Our enrolment for 2020 was 514 and the school's SFOE index was 0.3745. Dorset Primary School remained an inclusive community that empowered all students to become passionate life-long learners, achieve maximum potential and build their emotional, physical and social wellbeing. During COVID-19 greater emphasis was placed on meeting the specific needs of all our students and monitoring their wellbeing. Weekly phone calls were made by class teachers as check ins to access the progress the children were making and how they were coping with the lockdowns and the remote learning platform. Overall the feedback was that parents appreciated the work and programs being delivered but wanted more digital face time.

The school provided many support programs for our students in need for example; The Additional Needs coordinator contacted families weekly to provide support and strategies, aides working with children identified as requiring support 1:1 on See Saw were allocated to the children in need and a mentor program was set up. Mentors would call or email weekly and open lines of communication with the children deemed in crisis to offer an extra layer of support.

The Dorset Primary staff in general worked tirelessly to provide a rich and engaging program during the remote learning stage. Leaders went above and beyond to ensure that children were supported and the children onsite always felt safe and secure. The parent community did express they faced many challenges and found the remote learning phase at times difficult to manage. Upon the return face to face learning at school in Term 4, there was an atmosphere of jubilation and relief. The school motto that home and school is a partnership and together we can successfully support and cater for the needs for all our children was truly embraced and achieved in 2020.

Framework for Improving Student Outcomes (FISO)

FISO

During the time of Remote Learning, Dorset Primary School used the FISO improvement Model Dimensions and more importantly the 6 High-impact Improvement Initiatives in the following ways:

To ensure capacity was built during the period of remote learning, teachers planned collaboratively using online platforms such as Microsoft Teams, Google documents and the Seesaw Platform. Staff participated in learning opportunities, to increase digital literacy skills for staff and students delivered by experts in school and online tutorials. All staff had access to the Teacher Learning Network, providing online professional development sessions. Classroom teachers continuously reviewed and monitored digital content published by students, whilst Level Leaders ensured the consistency and quality of lessons delivered. All staff provided an online remote learning program that was in line with the current Victorian Curriculum, that engaged students, providing differentiation and supporting student needs. Consistent feedback was given to students daily, and modifications were made for individual student goals. We continued remotely to acknowledge student achievements and celebrate community events through the online Seesaw platform.

Achievement

ACHIEVEMENT

Throughout 2020, the school continued to evaluate student performance and drew comparisons between team and whole school moderation and teacher judgements (Victorian Curriculum) at both mid-year and end of year reporting

cycles. No teacher judgement scores were provided mid-year due to the COVID-19 pandemic.

Planning documentation was continually reviewed, with review of digitally uploaded lesson material and regular walkthroughs conducted for instructional consistency. Literacy and numeracy were major focuses, especially throughout the remote learning time, increasing instructional consistency around the workshop and numeracy-based models. Coaching, peer observation and professional development around the workshop model increased in frequency to support teachers and students throughout both on-site and online learning. Explicit teaching was reviewed to ensure engagement and content within lessons was clearly conveyed.

Moderation was completed each term for writing, with both fiction and non-fiction pieces analysed across individual team and whole school settings. The process was completed regularly to create more consistent teacher judgements when analysing and evaluating individual and cohort writing. Reading samples and assessments were reviewed, discussed, and moderated to ensure clear, consistent and accurate teacher judgements around reporting times. Regular online meetings were held during the pandemic, ensuring consistent assessment practices were reflected school-wide.

READING: Teacher judgements marked at exact level or above.

Foundation:	75% of students were marked at or above expected benchmark.
Year 1:	81% of students were marked at or above expected benchmark.
Year 2:	69% of students were marked at or above expected benchmark.
Year 3:	77% of students were marked at or above expected benchmark.
Year 4:	56% of students were marked at or above expected benchmark.
Year 5:	72% of students were marked at or above expected benchmark.
Year 6:	66% of students were marked at or above expected benchmark.

WRITING: Teacher judgements marked at exact level or above.

Foundation:	77% of students were marked at or above expected benchmark.
Year 1:	80% of students were marked at or above expected benchmark.
Year 2:	68% of students were marked at or above expected benchmark.
Year 3:	71% of students were marked at or above expected benchmark.
Year 4:	50% of students were marked at or above expected benchmark.
Year 5:	66% of students were marked at or above expected benchmark.
Year 6:	52% of students were marked at or above expected benchmark.

NAPLAN:

NAPLAN testing was cancelled due to the COVID-19 pandemic.

ATTITUDES TO SCHOOL SURVEY:

Attitudes to School Survey was not completed due to remote learning / COVID-19 pandemic.

Throughout 2020, our school received PSD funding to support the provision of school-based educational programs for thirteen eligible students. Our Additional needs coordinator and teachers consulted with parents, carers and guardians in regular Student Support Group meetings to determine the specific nature of the support required by each student. These were conducted both on-site and remotely during the COVID-19 pandemic with communications documented regularly through these meetings.

Educational support staff were allocated to students throughout the pandemic to provide online support throughout the remote learning period and create resources to assist in the completion of tasks.

The class teachers modified the educational program when on-site and through remote learning to address the needs of these thirteen students. PSD funding was used to provide individual support for these students via educational support staff. These staff members worked closely with these students to promote access and success when undertaking curriculum tasks. These education support staff members also worked closely with the class teachers and provided them with important feedback to promote student learning.

Apart from many informal meetings and phone calls, regular Student Support Group meetings were conducted to monitor student progress. These meetings established and reviewed student learning goals that formed part of each students Individual Learning Plan.

Engagement

Dorset Primary School responded to the Global pandemic and the implications on student education by providing a comprehensive flexible and remote learning platform accessible by all. In Term 1 2020 the Seesaw platform was introduced to students and families to provide daily tasks and direct teacher to student feedback. We provided focussed communication through classroom teacher’s greetings, weekly newsletters to families, Principal’s update, regular emails and phone calls.

All special needs students or students identified as vulnerable were contacted via our Additional needs coordinator and regular contact was maintained throughout the remote and flexible learning period. On site students were provided for in a Covid safe environment and encouraged and supported to complete remote and flexible learning to the best of their ability.

We continued to provide a broad range of programs remotely and flexibly to cater for the needs of individual students. The programs provide a range of opportunities to develop skills, focus further on key interests and achieve success. Specialist lessons were available to access online including 30 minutes of Science, Performing Arts, Italian, Physical Education, Visual Art and Digital Technologies per week.

Classroom planning was completed at differentiated levels within teams and modified individual programs were devised for students that required additional support during the remote and flexible learning period.

Throughout 2020 modifications were required to be made. All aspects of our flexible and remote learning have been centred around the priority of health and wellbeing for our students and their families with a consistent focus on learning growth for all students in all areas.

Wellbeing

WELLBEING

Dorset Primary School continued to place a strong emphasis on student wellbeing and throughout the Global pandemic the health and wellbeing of our students and families were priority. Our ‘inspire, achieve and succeed’ motto and school values of caring, respect, responsibility, honesty, excellence and tolerance were demonstrated through the school’s strong commitment and response while moving to flexible and remote learning.

Dorset Primary School focussed on the culture of our school and the wellbeing of all those involved (students, staff, parents, extended families and community). Within this model we consistently strived for committed teachers, caring students and connected communities. Our School Culture has continually evolved to provide students with the structure needed to develop strategies to deal with social, emotional and physical issues. Restorative Practice was our whole school approach and we have continued to be committed to building strong relationships using the restorative approach to deal with conflict, to repair harm and to maintain high expectations. Our commitment to each student’s wellbeing remained steadfast during our remote and flexible learning model. Our home and school partnership was proven to be robust and adaptable during the challenging time.

Financial performance and position

Financial performance and position commentary.

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

The 2019 surplus can be attributed to the employment of specialist teachers for Art and Science. Both specialists were

employed to run a 3 day a week program which rotated for all the students each semester.

Funding was allocated to the mentor program. Three ES staff members were allocated children to mentor and support during the COVID-19 remote learning period. To cover the staff in their usual support positions an extra ES staff member needed to be employed full time.

Equity funding again this year was used to support children with learning difficulties in general and also trauma during the pandemic. The Learning Specialists were allocated extra time team teach with classroom teachers in order to enhance and develop teacher capacity when dealing with children in need or children requiring additional support. A COVID-19 learning plan on return to school in term 4 was implemented with a focus on providing significant support for children that experienced challenges during the remote learning phase.

Significant funding was allocated to overall school improvement such as picnic tables in the top area, carpeting in the middle building corridor and two older classrooms replaced, new gates installed all around the school and a total overhaul of the Peace and Wellbeing garden.

For more detailed information regarding our school please visit our website at
<https://www.dorsetps.vic.edu.au/>

Dorset

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 517 students were enrolled at this school in 2020, 265 female and 252 male.

15 percent of students had English as an additional language and 3 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.

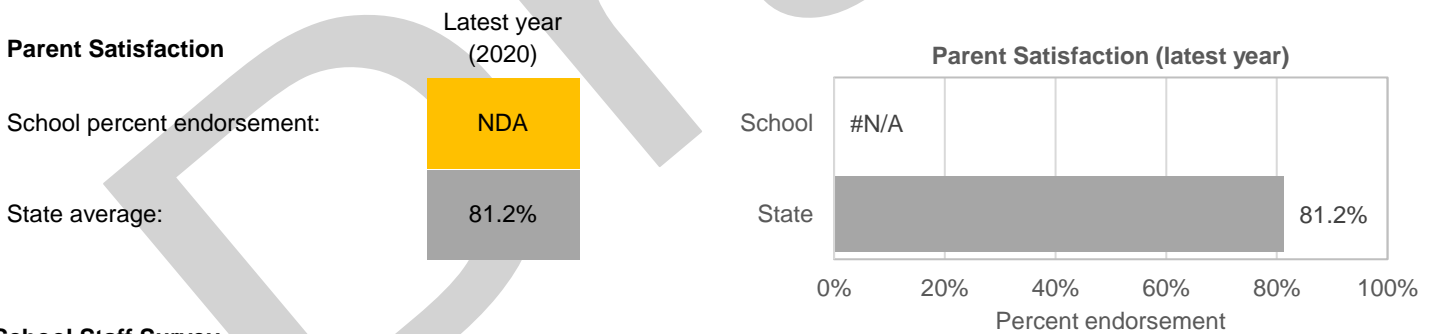
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

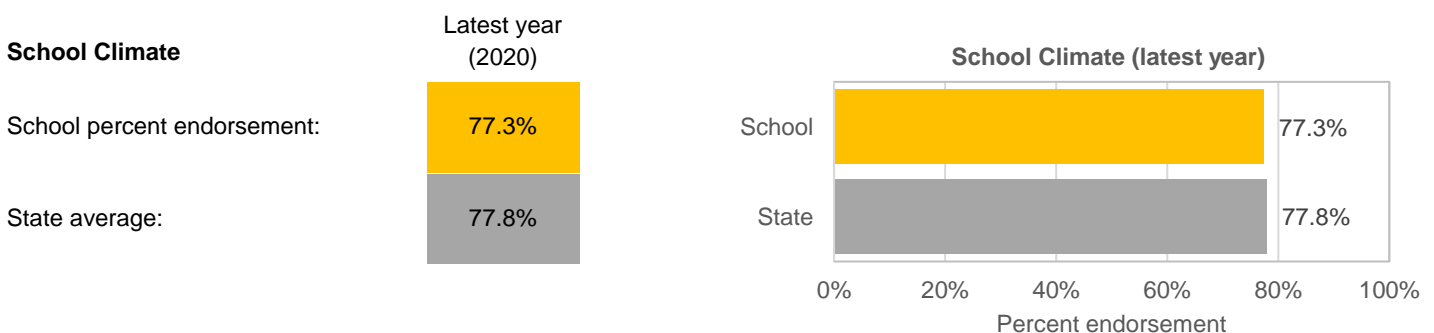


School Staff Survey

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:

91.4%

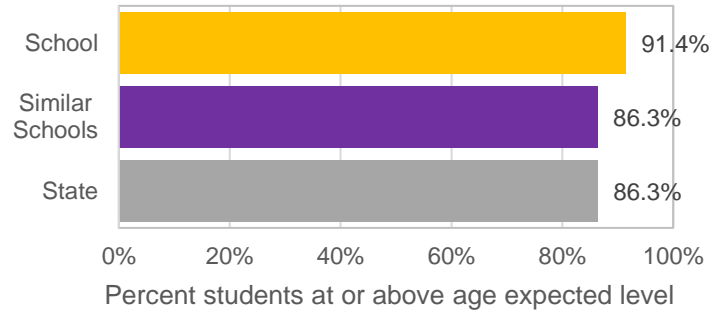
Similar Schools average:

86.3%

State average:

86.3%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

90.8%

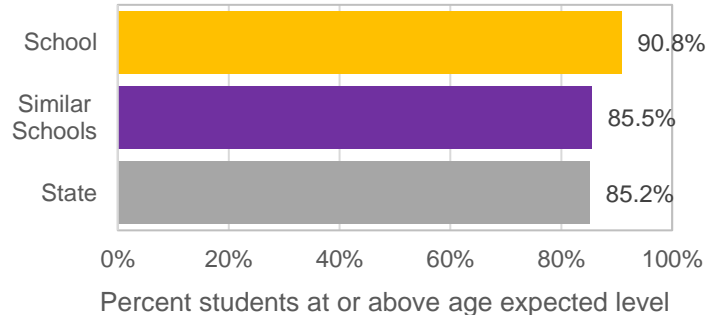
Similar Schools average:

85.5%

State average:

85.2%

Mathematics (latest year) Years Prep to 6



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

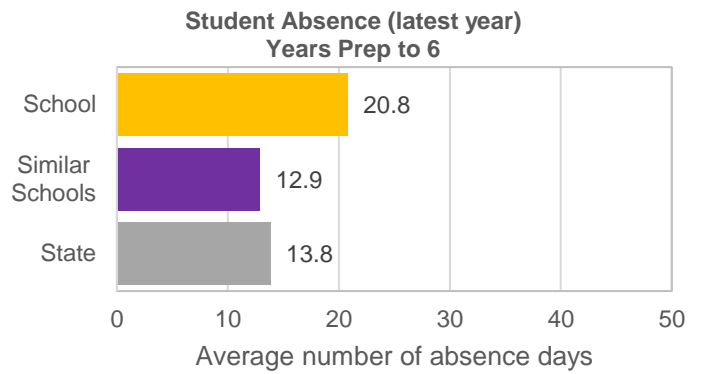
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.8	15.3
Similar Schools average:	12.9	14.7
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):	87%	90%	88%	92%	87%	92%	89%

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.

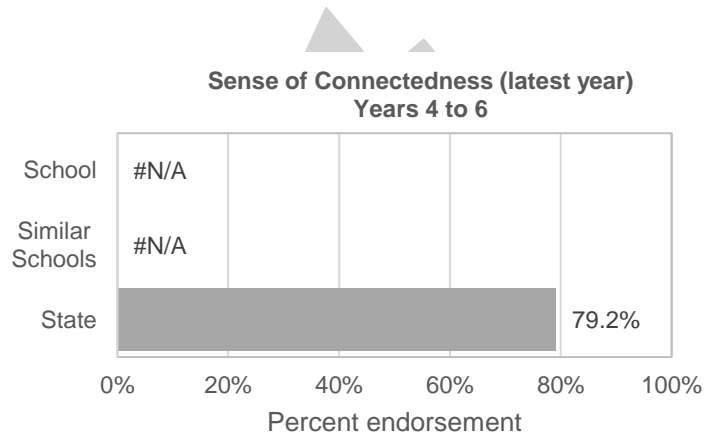
Student Attitudes to School – Sense of Connectedness

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:	NDA	83.9%
Similar Schools average:	NDP	82.1%
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.

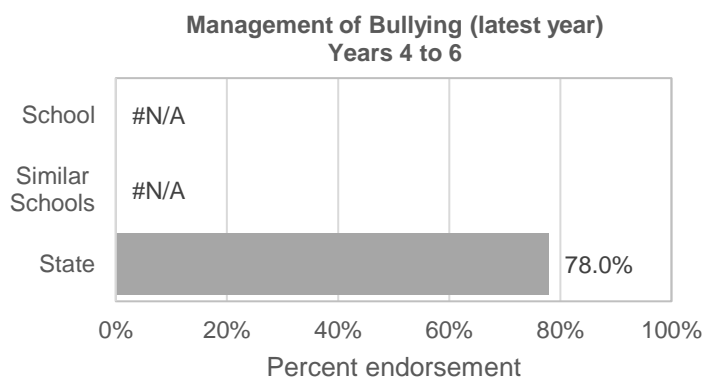
Student Attitudes to School – Management of Bullying

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:	NDA	87.7%
Similar Schools average:	NDP	81.6%
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	\$4,305,707
Government Provided DET Grants	\$506,436
Government Grants Commonwealth	\$593
Government Grants State	NDA
Revenue Other	\$72,165
Locally Raised Funds	\$216,025
Capital Grants	NDA
Total Operating Revenue	\$5,100,926

Equity ¹	Actual
Equity (Social Disadvantage)	\$81,990
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$81,990

Expenditure	Actual
Student Resource Package ²	\$3,958,717
Adjustments	NDA
Books & Publications	\$846
Camps/Excursions/Activities	\$14,580
Communication Costs	\$12,259
Consumables	\$74,949
Miscellaneous Expense ³	\$21,479
Professional Development	\$6,449
Equipment/Maintenance/Hire	\$74,142
Property Services	\$142,866
Salaries & Allowances ⁴	\$65,789
Support Services	\$31,659
Trading & Fundraising	\$12,058
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$52,950
Total Operating Expenditure	\$4,468,743
Net Operating Surplus/-Deficit	\$632,183
Asset Acquisitions	\$97,724

- (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 01 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	\$447,677
Official Account	\$26,156
Other Accounts	NDA
Total Funds Available	\$473,833

Financial Commitments	Actual
Operating Reserve	\$62,293
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$150,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$261,540
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$473,833

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.