

2022 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 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 20 March 2023 at 12:08 PM by Palma Coppa (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 26 April 2023 at 09:02 AM by Mary Miller (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

In 2022 our workforce consists of 23 equivalent classroom teaching staff, 8 specialist teaching staff with a variety of time fractions, a Principal and two Assistant Principals. There are also 15 Educational Support Staff. Specialist staff consist 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 2022 is 505 and the school's SFO (Student Family Occupation) index is 0.4217 .

The school consists of three main wings, incorporating 23 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, two synthetic basketball courts, a synthetic grass football/soccer field (oval), a sanctuary play area and a running track. Dorset Primary 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. Greater emphasis has been placed on meeting the specific needs of all our students through various assessment tools and differentiated planning. Curriculum and Team planning is an essential element of the school's approach for consistency and student-centred learning growth.

Dorset provides many varied programs to support the varying needs of our students for example, breakfast club, games clubs etc. In 2022 the clubs program continued with a variety of differing clubs to engage children at all levels. The School Leaders (students) were actively involved in all improvements throughout the school and the data gathered via the surveys demonstrated a positive increase in student voice and agency.

Dorset Primary School prides itself in developing and delivering engaging programs to ensure all students needs are met and significant learning growth occurs. Ensuring students thrive continues to be a priority and this has again been evident by the overall results the students achieved academically, socially and emotionally.

Progress towards strategic goals, student outcomes and student engagement

Learning

ACHIEVEMENT

Throughout 2022, 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. Teacher judgement scores were compared to NAPLAN 2022 scores at the end of the year.

Planning documentation was continually reviewed, with review of writing rubrics and regular walkthroughs conducted for instructional consistency. Coaching and professional development around the Reader's Workshop increased in frequency to support teachers and students throughout both 3/4 and 5/6 levels. Explicit teaching was reviewed to ensure engagement and content within lessons was clearly conveyed.

Moderation was completed each term for writing with the revised rubrics, 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.

READING: the percentage of students achieving an A or B in Reading (Victorian Curriculum) will increase from 35% (2019) to 45%.

2022: 39% of students achieving A or B in Reading

WRITING: the percentage of students achieving an A or B in Reading (Victorian Curriculum) will increase from 25% (2019) to 35%.

2022: 30% of students achieving A or B in Reading.

Wellbeing

Dorset Primary school has continued to place a strong emphasis on student wellbeing. Our updated school values of respect, integrity, gratitude and resilience has been supported by our new values curriculum. Within this program students formed a greater understanding of each value and practised age appropriate social skills to support students to build and maintain positive connections with their peers. MPower was reintroduced in the middle years to further support students to develop the tools needed to maintain positive relationships. Restorative practice has continued to be our whole school approach with a focus on the past-present-future structure. This structure has aligned with our school values and has given students the tools needed to move on from problems.

Senior and middle school students were surveyed each term to monitor student engagement and wellbeing. The results were used to monitor the effectiveness of the wellbeing program and to support staff in targeting specific wellbeing goals. Data indicated a strong connection to peers and teachers and a positive attitude to coming to school. Additional data from the Term 2 Attitudes to School Survey reported that teachers gave students opportunities to share their thoughts and make decisions in the classroom. Students indicated a high level of interest and engagement in their learning. While a high number of students reported feeling comfortable talking to their teacher about things that are bothering or worrying them, teacher concern has been highlighted from Foundation - Year 6 to further improve student voice and agency.

Dorset Primary School continued to work closely with families to support students with social, emotional and physical issues. Irene Rallios, our professional counsellor, has continued to work with students, families and staff to support the wellbeing of our community.

Engagement

In 2022, Dorset Primary School continued to engage and support students' education by ensuring a comprehensive focus on supporting strong teacher practice. Classrooms were monitored for consistency of practice by participating in walkthroughs, circles, reviewing of student goals, triangulation of assessments and streamlined documentation of planning for Reading, Writing and Numeracy. These measures have allowed us to improve our practice and identify students' learning needs through improved data collection. The introduction of Compass has assisted in making the collection and accessibility of this data of students' educational journeys more accessible.

Using these data collections and NAPLAN results for Years 3 and 5, students were identified as middle band students. They were monitored in Literacy and Numeracy for consideration into the Victorian Curriculum A's and B's for Semester 2 reporting based on academic growth. Additionally, support programs such as the Tutor Learning Initiative (TLI) and Early Literacy Intervention continued to be offered for those identified students.

A review of our Student Attitudes to School Survey showed Student Voice and Agency remains a focus. Our principal ran focus groups to discuss the students' perception of the data with corresponding action taken. In the 2022 Attitudes to School Survey of our Year 4-Year 6 students, in the areas of 'Effective teaching practice for cognitive engagement', Differentiated learning challenges and 'Social Engagement'/Sense of inclusion were three of our highest performing improvements according to the students, which is a testament to the efforts of our students, staff and parents.

Other highlights from the school year

In 2022, we saw a year of consolidation and growth. We restructured the layout of the week to include 3 Number and Algebra lessons, one problem solving lesson and one lesson from Measurement and Geometry or Statistics and Probability. This allowed us to focus on ensuring understanding of key foundational concepts and skills were well developed. We hosted a range of activities including the Amazing "Maths" Race, the Australian Mathematics Competition and the Victorian High Achieving Program to both build the profile of Maths in the school, and to extend the learning of all students.

As a result of our work put in during our partnership with BASTOW, we begun work on upskilling staff to include the language of the four proficiencies in our teaching and learning. This included a through PD in staff meetings, professional reading completed in teams and resources provided to staff.

We further strengthened our assessment practises by implementing Pat Maths testing and training stall in analysing data using all our platforms. All staff are now capable of analysing class, team and whole school data to better understand our students and their needs.

We refined our structure and approach to Mathematics by creating a Dorset Maths Booklet which contains all the resources required to teach at Dorset. This included the structure of a lesson, our philosophy, our vision, the key resources we have available, planning documents, required materials in each class etc.

Finally, our data showed significant growth across the school which culminated in our best NAPLAN data in years and a significant jump of students marked as A's or B's in their Semester 2 reports.

Financial performance

Fortnightly financial meetings occur with the business manager to monitor all monies and accounts. The Fortnightly Salaries Transaction Report, School Budget Management Report, the high yield and official account balances are analysed each time to ensure accuracy and consistency.

The 2022 surplus can be attributed to the employment of specialist teachers/educators for Art, Science, and the Literacy Intervention program. Art/Science run on a semester cycle whereby the Literacy Intervention in Grade 1 area operates each day.

Funding was allocated to the wellbeing program. The student counsellor was employed on a fulltime basis in an ongoing capacity.

The counsellor was employed to work 7.6-hours per day for 5 days a week.

Equity funding again this year was used to support children with specific needs and learning difficulties. The Learning Specialists were again allocated extra time team to coach and model to classroom teachers' strategies and practices that enhance and develop teacher capacity when delivering programs to meet these needs.

A significant amount of funding and resources was allocated to revitalising areas throughout the school. All the middle building classrooms, benches and seats were painted which refreshed all the rooms and eating areas. New interactive whiteboards were installed to replace the first few originals and old classroom furniture was replaced in certain rooms. The maintenance and restoring throughout the school does require a significant allocation of funding.

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 500 students were enrolled at this school in 2022, 251 female and 249 male.

13 percent of students had English as an additional language and 2 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).

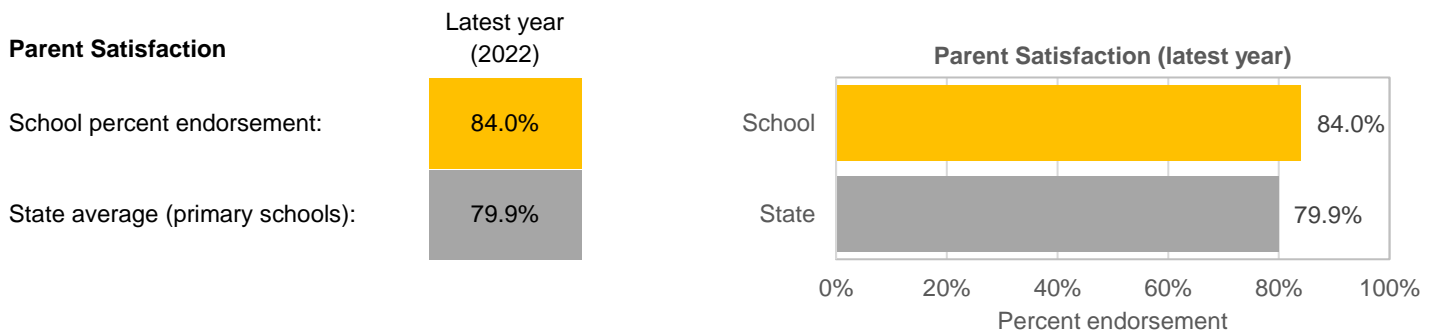
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

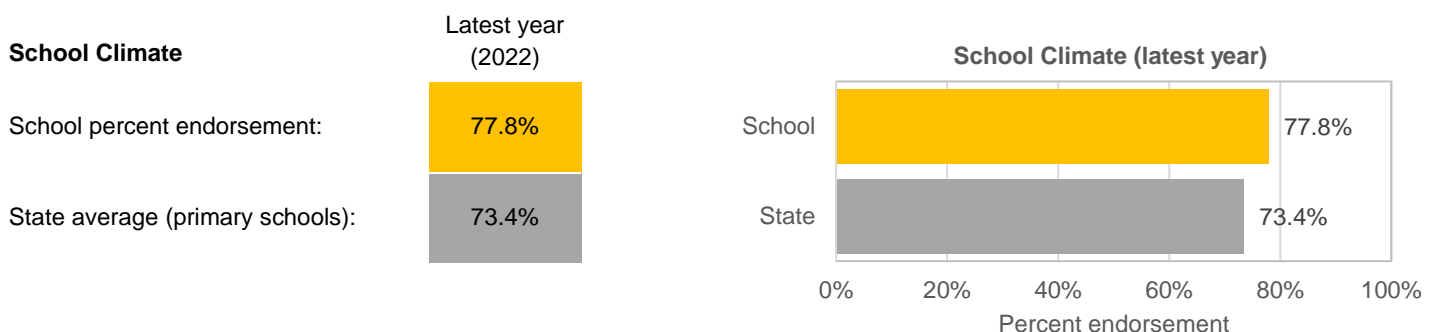


School Staff Survey

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.



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:

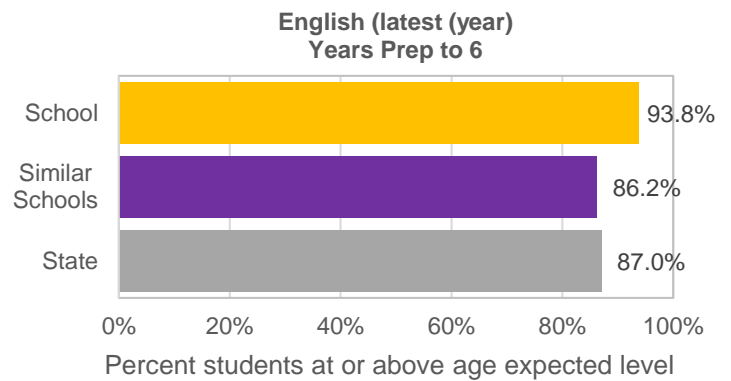
93.8%

Similar Schools average:

86.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

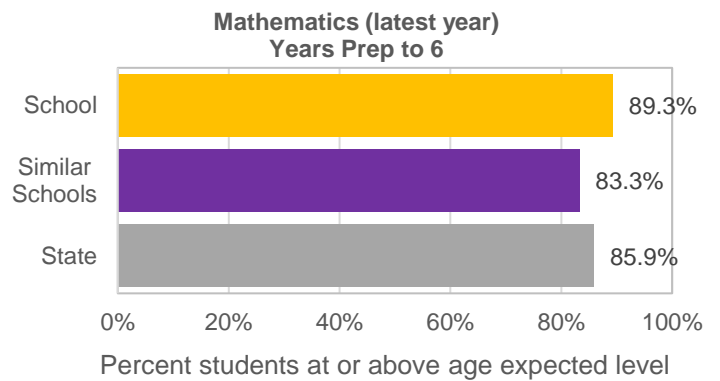
89.3%

Similar Schools average:

83.3%

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.

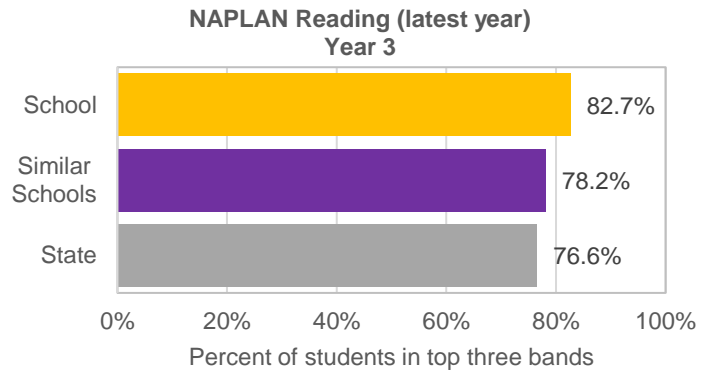
NAPLAN

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.

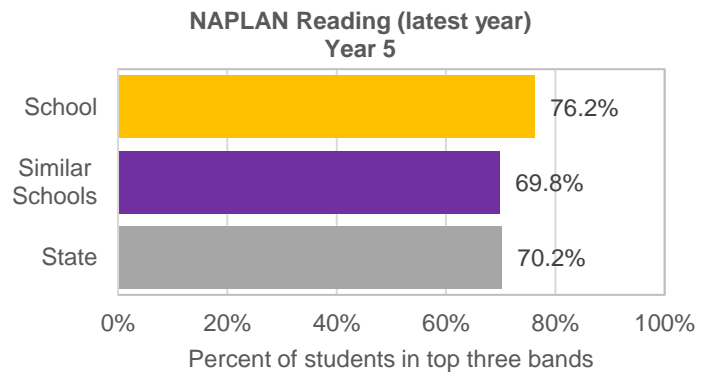
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.7%	80.9%
Similar Schools average:	78.2%	78.2%
State average:	76.6%	76.6%



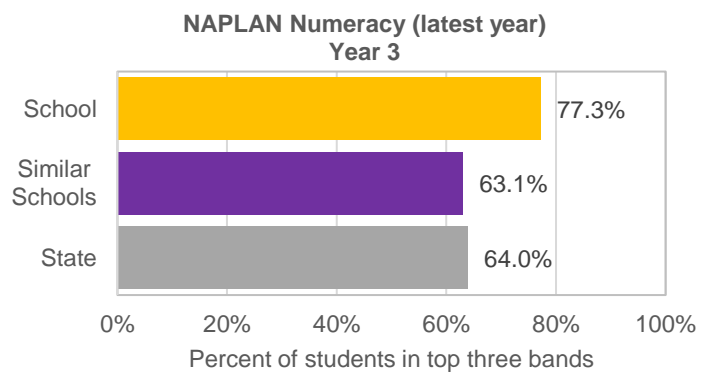
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.2%	74.6%
Similar Schools average:	69.8%	69.6%
State average:	70.2%	69.5%



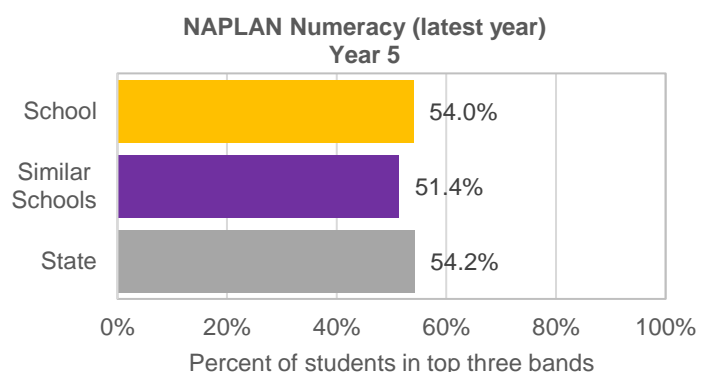
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.3%	69.9%
Similar Schools average:	63.1%	66.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.0%	55.7%
Similar Schools average:	51.4%	56.9%
State average:	54.2%	58.8%



WELLBEING

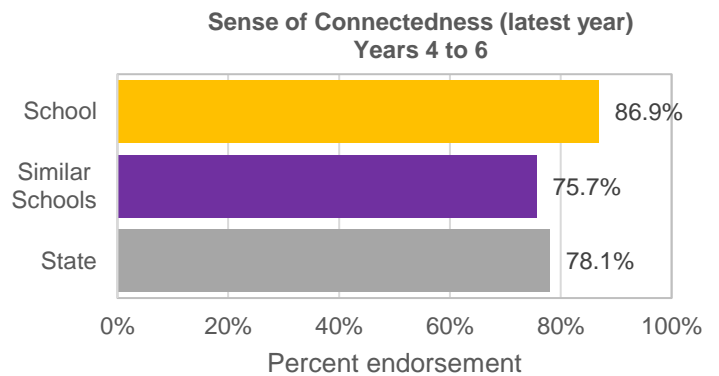
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	86.9%	80.6%
Similar Schools average:	75.7%	78.1%
State average:	78.1%	79.5%

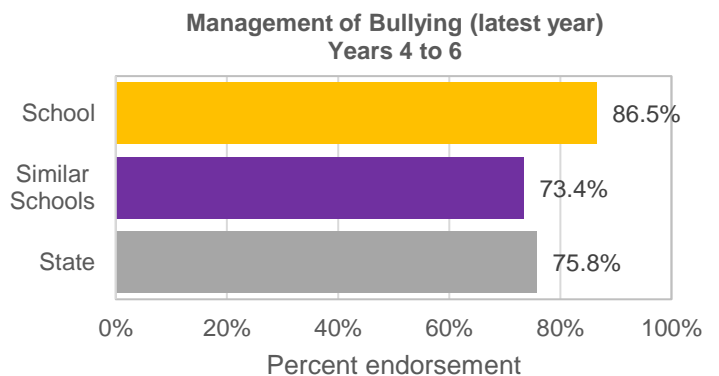


Student Attitudes to School – Management of Bullying

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:	86.5%	80.9%
Similar Schools average:	73.4%	77.3%
State average:	75.8%	78.3%



ENGAGEMENT

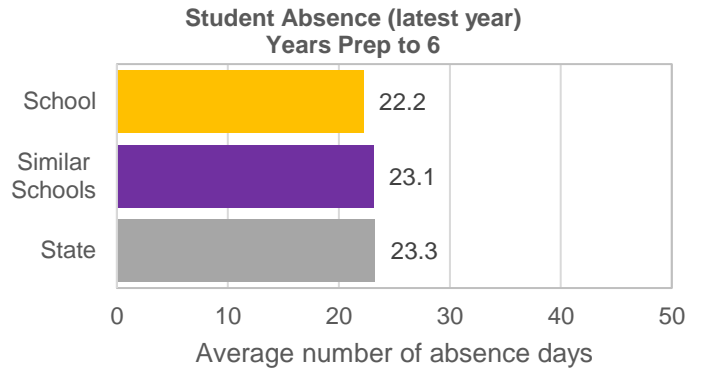
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.2	17.2
Similar Schools average:	23.1	16.8
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%	89%	89%	88%	88%	89%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,914,040
Government Provided DET Grants	\$595,267
Government Grants Commonwealth	\$2,505
Government Grants State	\$0
Revenue Other	\$14,241
Locally Raised Funds	\$390,523
Capital Grants	\$0
Total Operating Revenue	\$5,916,576

Equity ¹	Actual
Equity (Social Disadvantage)	\$98,135
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$98,135

Expenditure	Actual
Student Resource Package ²	\$4,450,627
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$113,515
Communication Costs	\$4,865
Consumables	\$110,044
Miscellaneous Expense ³	\$15,306
Professional Development	\$20,789
Equipment/Maintenance/Hire	\$36,562
Property Services	\$180,066
Salaries & Allowances ⁴	\$231,331
Support Services	\$72,309
Trading & Fundraising	\$70,699
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$56,889
Total Operating Expenditure	\$5,363,004
Net Operating Surplus/-Deficit	\$553,572
Asset Acquisitions	\$115,001

- (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	\$409,082
Official Account	\$15,089
Other Accounts	\$0
Total Funds Available	\$424,171

Financial Commitments	Actual
Operating Reserve	\$124,093
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$224,171
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$548,264

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.