

# 2020 Annual Report to The School Community



School Name: Dunolly Primary School (1582)



- 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 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 26 April 2021 at 12:42 PM by Katie Lovel (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.

Attested on 02 May 2021 at 02:16 PM by Jamie Polinelli (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Our vision is to prepare young people to be engaged, responsible and resilient citizens of the local and global community. We aim to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school aspires to provide a contemporary approach to teaching and learning in a purposeful learning environment. Dunolly PS places an emphasis on demonstrating the values of achievement, respect, resilience and community. The school believes in creating a supportive environment with high expectations for all students to achieve their personal best. The school values will guide all interactions with staff, students and the wider school community to ensure we operate in an inclusive and accountable manner.

At Dunolly Primary School we provide an environment that is welcoming and inclusive of all; where students are at the centre of our work, our decision making and where unconditional positive regard is given every day; where parents/carers are recognised and promoted as first educators of their child and given every opportunity to be a part of their child's education; where the community is invited to support student activities in a wrap around approach and the school openly promoted in a positive light to all. These were all highlights in the 2019 review and must continue to be prominent in our work. Ensuring a consistent approach to pedagogical approaches across Writing and Mathematics has been prominent in the work from the previous strategic plan. Exploring consistent, evidence based approaches to Reading will form the work in the next strategic plan along with the implementation of School Wide Positive Behaviour Support. Data will be tracked through SENTRAL to ensure effective implementation. Setting high expectations, using explicit and timely feedback and embedding the HITS will be essential for all students to ensure they are achieving beyond their potential in literacy and numeracy. Maximising learning growth in literacy and numeracy must be a priority which will be achieved through student goal setting, feedback and opportunities for students to become independent and self-regulating learners. We will continue to promote the values of Achievement (aiming high, personal best), Community (being active local and global citizens), Resilience (capable of responding to change) and Respect (showing acceptance and tolerance of difference).

Key challenges at Dunolly PS exist in the fluctuating nature of enrolments, rurality and isolation, and in some instances family violence and trauma. While the current enrolment numbers are steady in the early 80s, prep numbers can vary year to year from 5 to 15. Some students enter prep with severe deficits in pre literacy and numeracy skills and a key challenge is bridging this gap over the course of their primary schooling. Variance exists in each cohort with students also achieving well above standard in all areas. Family violence and trauma continue to be factors influencing engagement however connectedness to school is high with all staff trained in the Berry Street Education Model. Engaging parents as first teachers of their children is difficult and absenteeism remains chronic for some students. The school is set in front of bushland on the edge of the Dunolly township. There are 5.6 ongoing teaching staff, 5 education support staff and 1 business manager. No staff identify as ATSI and there are no programs offered for overseas students.

### Framework for Improving Student Outcomes (FISO)

Dunolly Primary School partially delivered on KIS 1a "to build teacher capacity to utilise a range of assessment strategies to inform planning for point of need teaching in the area of Reading". The Literacy leader was timetabled for coordination hours which has facilitated the introduction of Fountas and Pinnell reading system. An initial cluster wide curriculum day was held to introduce the resource to all staff. Following this all staff adopted the F&P benchmarking assessment. In between periods of remote learning staff have worked to implement the workshop model in their reading program with a focus on increasing capacity to deliver effective guided reading sessions. Evidence is in their planning, engagement in curriculum meetings, professional development completed leading to 'at a glance' grids and completed F&P benchmarking data. There was also partial success on delivering KIS 1.b "to develop an agreed instructional model for reading that is consistently implemented by all teachers". An audit was completed of the teaching of reading during the hour block. Areas of deficit were identified in teaching and learning. Best practice using the workshop model has been implemented with staff working towards including elements in their practice. Due to COVID no formal documentation or peer observations have occurred. Professional development on pure guided reading by Narissa Leung and Mardi Gorman was undertaken and reviewed at curriculum meetings.

Whilst KIS 2.a "Enhance opportunities to work with parents and carers to highlight the importance of high expectations and challenging goals for students wasn't completed with the outcomes intended, staff took the opportunity of remote learning to build enhanced relationships with parents/carers as they navigated learning from home". There was an overall increased understanding by parents of their child's strengths and weaknesses, and greater connectedness from the large majority of families to the classroom teacher. The planned Shire wide attendance initiative was postponed for 12 months due to COVID19.

**Achievement**

Staff were able to transition to remote learning using the current classroom app of Seesaw to deliver content and assessment, and Google classroom for explicit online teaching. Through extensive planning, collaboration and communication, all students were able to access learning from home. A small number of students 'thrived' in the online environment, the majority of students completed tasks with some progress while others struggled to maintain engagement due to increased anxiety, and lack of capacity of parents to facilitate the learning with many issues affecting them too. Teacher judgement at the end of the year indicated outcomes in reading and speaking and listening were consistent with previous years, while there was a decline in the percentage of students achieving at or above in writing. This will be closely monitored in 2021. There was overwhelming positive feedback on the extent to which staff endeavoured to provide engaging remote learning tasks that were achievable from parents/carers. There was approximately 15% of students who attended on site with approximately 10% due to vulnerability. The highlight was the return of all students to on site learning with very few students experiencing ongoing anxiety due to the pandemic. There will now be increased rigour around the AIP goals to increase outcomes in reading including the release of the literacy coordinator from the classroom to deliver intervention programs where identified 4 days a week. The DET Tutor learning initiative will also provide assistance to students in the area of reading.

**Engagement**

Student engagement during remote learning fluctuated. Many students struggled to complete work to a high standard without the interaction from peers and ongoing, immediate feedback they receive from teachers in the classroom setting. Staff worked to address this by providing worked examples and being available to have online conferences with students as requested. The Shire Wide attendance initiative wasn't launched however leadership continued to engage in the project securing substantial funding for the project. This will be launched in 2021. In the meantime student attendance was monitored through the online platforms used, phone calls to students and parents not showing evidence of completing remote learning tasks and tracking through Sentral attendance data when students returned on site. 2019 attendance data will be used to identify students at risk of disengagement as part of the Every Minute Matters project in 2021. The Attitudes to School Survey results showed great fluctuations and cannot be used as a reliable indicator of time at school given the period of time spent doing remote learning. The three areas to monitor being Teacher concern, Resilience and Sense of Confidence will be analysed in the coming year to ensure the drop in percentage of positive responses isn't a growing trend.

**Wellbeing**

While COVID 19 affected the particular focus we wanted with parents, it did allow for a greater understanding by a percentage of parents of the strengths and areas for further development with their child/ren. Staff were able to connect with a larger number of parents with many noting increased engagement from some parents previously not engaged in student learning. Parents were supervising their child's learning but increased stress meant they were dealing with their own personal struggles and hence finding it difficult to take on ways of helping. Evidence included increased communication through the Seesaw app and staff notes of conversations held during remote learning. Health and wellbeing supports for students included phone calls from staff, monitoring of engagement through online activity and whole class google meets with a entertaining theme. Staff also made connections by providing personal videos "What the teacher is doing this week". Health and wellbeing supports for staff included limited time they were required on site by utilising CRTs and eliminating any unnecessary meeting times. Once students returned on site, those with ongoing effects from the remote learning period were included in Wellbeing check ins with the coordinator weekly. Increased physical education times were included to also boost health and wellbeing and connectedness with peers.

**Financial performance and position**

The School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Dunolly Primary School operated a deficit budget of \$42,580. We were able to cover the deficit through reserves in the cash budget. This deficit occurred through the majority of enrolments moving in to the senior part of the school (receiving less funding), increase in staffing costs and the flow on of only 4 prep enrolments in 2019. Future financial planning will be necessary in 2021 as larger cohorts continue to move into the senior area and onto secondary school. The school received \$90,000 in funding to upgrade the Shelter in Place building in 2021. A further \$30,000 for the Tutor Learning Program will assist reduce the deficit with staffing already in place to conduct the program.

# 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 82 students were enrolled at this school in 2020, 40 female and 42 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) which takes into account parents' occupations and education.

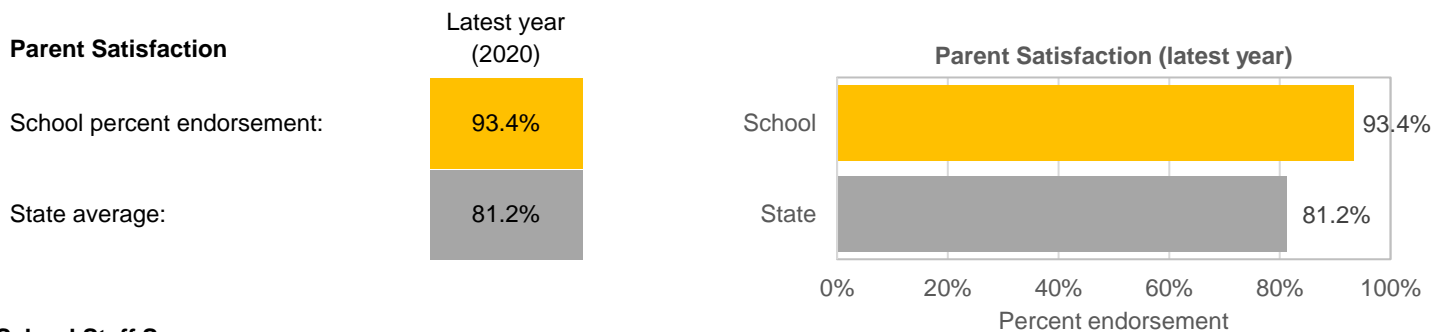
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### 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.

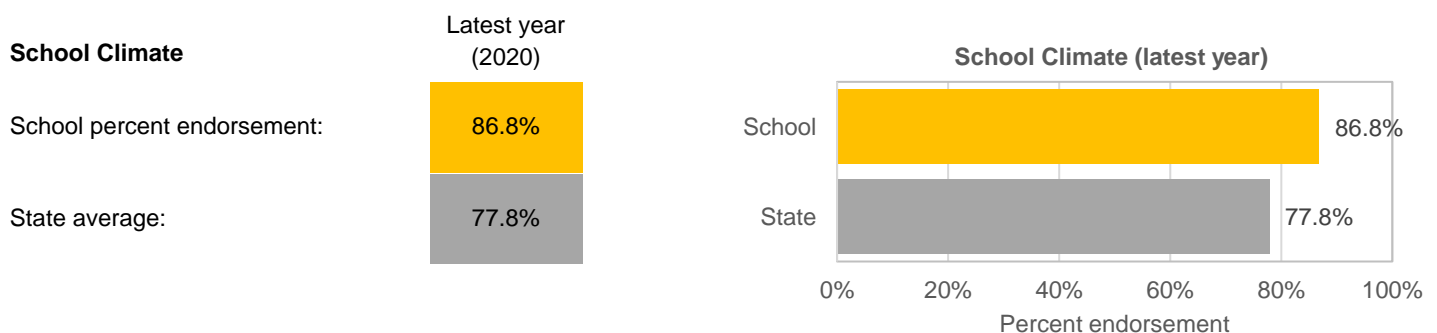


### School Staff Survey

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:

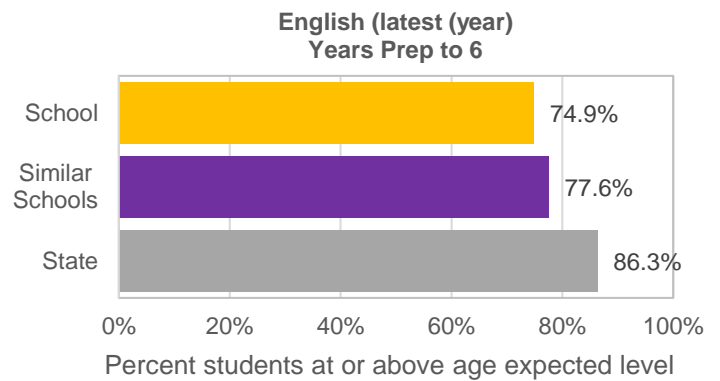
74.9%

Similar Schools average:

77.6%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

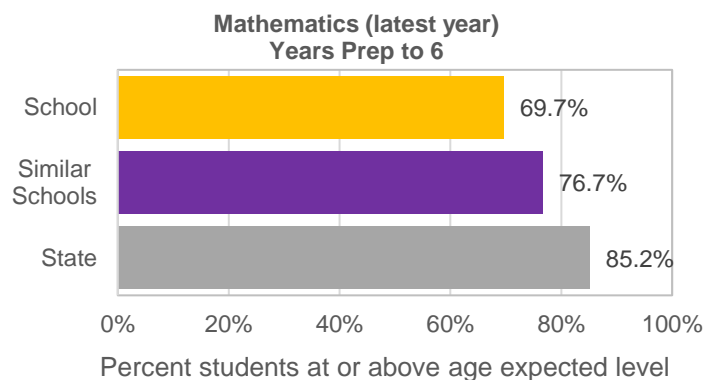
69.7%

Similar Schools average:

76.7%

State average:

85.2%



### 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

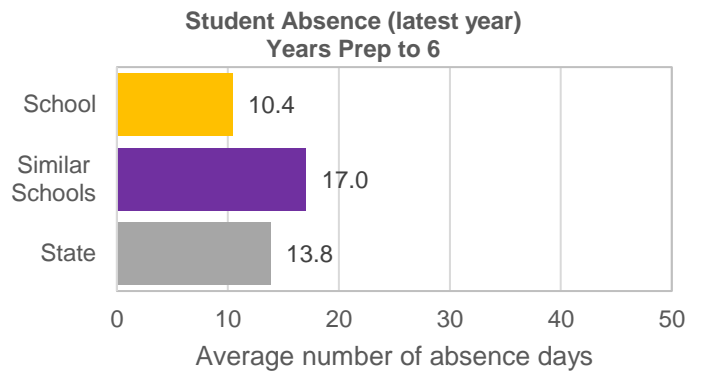
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	10.4	14.5
Similar Schools average:	17.0	16.8
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):	95%	95%	94%	95%	94%	94%	95%

## WELLBEING

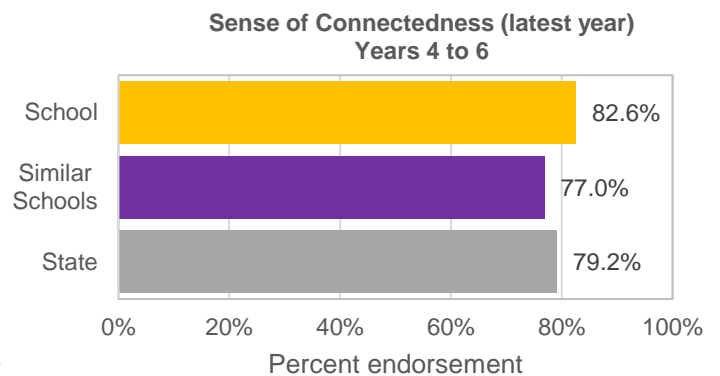
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	82.6%	84.5%
Similar Schools average:	77.0%	79.4%
State average:	79.2%	81.0%



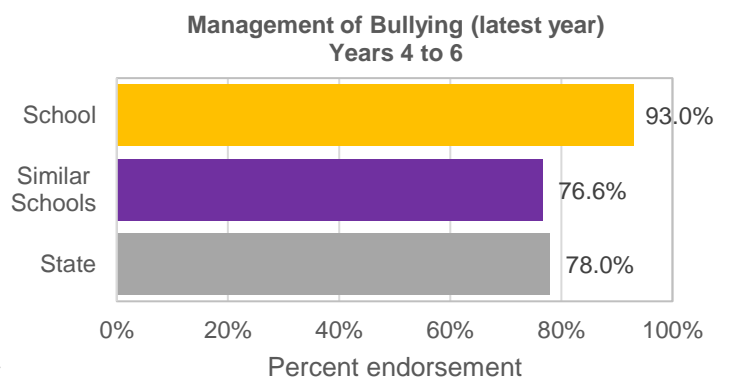
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	93.0%	88.2%
Similar Schools average:	76.6%	79.9%
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	\$914,592
Government Provided DET Grants	\$198,017
Government Grants Commonwealth	\$9,600
Government Grants State	NDA
Revenue Other	\$5,623
Locally Raised Funds	\$40,897
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,168,729</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$147,271
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$147,271</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$957,172
Adjustments	NDA
Books & Publications	\$2,258
Camps/Excursions/Activities	\$17,748
Communication Costs	\$2,387
Consumables	\$30,155
Miscellaneous Expense <sup>3</sup>	\$3,594
Professional Development	\$6,943
Equipment/Maintenance/Hire	\$22,971
Property Services	\$55,717
Salaries & Allowances <sup>4</sup>	\$57,624
Support Services	NDA
Trading & Fundraising	\$10,296
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$13,663
<b>Total Operating Expenditure</b>	<b>\$1,180,528</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$310,853
Official Account	\$17,673
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$328,526</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$33,410
Other Recurrent Expenditure	\$4,929
Provision Accounts	\$2,500
Funds Received in Advance	\$6,561
School Based Programs	\$25,695
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$18,486
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$52,213
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$93,500
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$242,294</b>

*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.*