

# 2021 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 2021 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.

«PrincipalSignDescription»

- 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 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 2021 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.

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## About Our School

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### 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 late 70s / 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.

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### Framework for Improving Student Outcomes (FISO)

COVID19 once again had a huge impact on the year with many periods of remote and flexible learning. Prioritisation of staff health and wellbeing was at the forefront of all decisions including undertaking minimal professional learning due to the high stress levels associated with constant switching between on site, and remote and flexible learning. 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 engaged in extensive Science of Reading professional learning. She was timetabled for curriculum meetings which has facilitated the introduction of the Science Of Reading professional learning to all staff. A curriculum day was held with a reading focus allowing all staff to understand the research behind the phonics based approach. Following this all staff also had timetabled team planning sessions to introduce the reading structure. In between periods of remote learning staff have worked to implement the model in their reading program with a focus on increasing capacity to deliver effective reading instruction. Evidence is in their planning, engagement in curriculum meetings, professional development completed

leading to a whole school approach. There was also success on delivering KIS 1.b "to develop an agreed instructional model for reading that is consistently implemented by all teachers". Due to COVID no formal documentation or peer observations have occurred.

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 once again through 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 however planning to reshape the initiative took place. The introduction of the Tutor Learning Initiative occurred with students accessing targeted intervention in the area of reading using the Minilit program. This was conducted 4 days a week with 32 students accessing intervention. This occurred remotely during periods of lockdown. Data indicated great progress with many students exceeding 12 months growth.

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## Achievement

The constant state of moving between face to face, and remote and flexible learning continued to have a huge impact on staff, students and parents/carers trying to support learning. Staff once again transitioned 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, most students were either able to access learning from home or on site supervision. A small number of students 'thrived' in the online environment, the majority of students completed tasks with some progress while a growing number of students struggled to maintain engagement due to increased anxiety, and lack of capacity of parents to facilitate the learning with growing mental health issues due to ongoing lockdowns 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 continued decline in the percentage of students achieving at or above in writing. The percentage of students achieving below standard in writing means the overall % of students achieving at or above standard in English is just under similar schools but 12% under state average. This will be closely monitored in 2022. 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 20-25% of students who attended on site with approximately 15% due to vulnerability. The highlight was the return of all students to on site learning in term 4. Students experiencing ongoing anxiety due to the pandemic were monitored and staff increased health and wellbeing activities to reconnect students. There will now be increased rigour around the AIP goals to increase outcomes in English including the release of the literacy coordinator from the classroom to deliver the Tutor Learning Initiative program including the use of Minilit and MacqLit programs.

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## Engagement

Student engagement during remote learning fluctuated. Many students struggled to complete work to a high standard without the interaction from peers and ongoing, and without the 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. An increasing number of parents/carers struggled with ongoing lockdowns and hence couldn't assist their children as they had done previously. The Shire Wide attendance initiative wasn't launched however leadership continued to engage in the project to reinvent the model/idea first created including increasing community engagement through Go Goldfields. This will be launched in 2022. We also were successful in applying for an OSHC program and Supported Playground made a start on site to encourage and support families. 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. Staff engaged in professional learning on School Attendance and had great success through an initial case trial. Staff satisfaction survey remains above the state average as does the Parent Satisfaction Survey. 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 showed a teacher concern on the increase rising to 81%, sense of confidence held around the same and high resilience was at 5% similar to the network at 6%.

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## Wellbeing

Staff and school community health and wellbeing became a major focus as rolling COVID 19 lockdowns had more and more of an impact on mental health, engagement and learning outcomes. Staff wellbeing was prioritised during periods of remote learning with professional learning postponed to allow staff the time to be checking in with families and focussing on development learning materials. When face to face teaching resumed, SWPBS continued to be implemented with matrices visible throughout the school, consistency in language used by staff and students during conflict resolution and explicit teaching of behaviours identified from Sentral wellbeing tracker. More and more students were demonstrating the effects of trauma based on staff knowledge from the Berry Street Trauma informed practice training. It was identified the school needed to further investigate the option of a counsellor to visit regularly to provide support to not only students, but staff to better support the individual needs. The use of Sentral to record wellbeing incidents was sporadic and a more thorough approach in 2022 will allow for more detailed data analysis of social interactions and behaviours that will need explicit instruction.

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## Finance performance and position

The School Strategic Plan, along with the 2021 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 \$20,522. 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 2020 which is yet to be completed. A further \$30,000 for the Tutor Learning Program will be allocated against staffing already in place to conduct the program. Equity funding was utilised to release the Literacy Leader from the classroom to conduct coaching, intervention and team planning to ensure consistency of approach to the teaching of Literacy.

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