

2017 Annual Report to the School Community



School Name: Dimboola Primary School

School Number: 1372



- 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 Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Signed 05 April 2018 at 11:18 AM by Greg Sampson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Signed 17 April 2018 at 08:28 AM by Russell Hunter (School Council President)



About Our School

School Context

Dimboola Primary School has been on its present site since 1875 and continues to be an integral part of the Dimboola and district communities. It is the only government primary school in the town of 1,500 people situated in the West Wimmera region on the main Adelaide to Melbourne road and rail link. Dimboola has a very strong community spirit that is proud of its social, sporting and cultural achievements. Dimboola's economy is predominantly rural with [wheat](#) and [sheep](#) but the local railways, local hospital and milling companies also provide employment for the township.

There is a strong emphasis on learning partnerships in the school. The parents at Dimboola Primary School are encouraged to be actively involved in their child's "learning journey". Parents and caregivers play a key role in the education of their children and we believe that students achieve their potential when there is a strong partnership between all stakeholders – child, teacher and parent.

In 2017 the school had 5 grades with a total of 108 students. The class structure was Prep/1, Year 1/2, Year 3/4, Year 4/5 and a Year 5/6 class.

Our Student Family Occupation Index is 0.5739 for 2017, compared to the state-wide median of 0.5031. Our student readiness to learn is affected more than the average Victorian student by a range of circumstances, including prior educational experiences and family or other personal circumstances. We are seeing an increase in welfare issues with the school supporting the student and the family. It is for this reason that we work closely with the Wimmera Southern Mallee Llen in trying to get children reading earlier, run breakfast club and have fruit breaks to ensure that children are ready to learn. We encourage parents to read with their children early and often.

Of our students, 37% travelled to school on one of the 4 buses from the surrounding areas of Pimpinio, Wallup, Gerang Gerang and Antwerp. 13 students are of Aboriginal or Torres Strait Islander origins and two students received funding from the Program for Students with Disabilities.

The buildings are in three sections with the Administration block dating back to the 1880s, a Light Timber Construction building from the 1970's housing the Prep/1, Year 1/2, 3/4 and Art Room. Part way through the year, the Year 4/5 and 5/6 class relocated to the modular building. This was in preparation for building works occurring in 2018. The grounds are spacious and well maintained with plenty of shade, grassed areas and play areas. We collect the rainwater and store it on site to be used in the student toilets and watering the main oval.

In 2017 our staffing profile comprised five classroom teachers, one of which was a Leading Teacher; two specialists, four Educational Support Staff (two part-time) and a Principal reflecting a range of experience and enthusiasm. There continues to be a strong focus on Collegiate Coaching between staff members that provides planning, feedback and direction to strive for better outcomes for our students. Dimboola Primary School Staff use the CAFÉ Reading approach and pre and post testing to inform their teaching. Student learning growth is celebrated. ICT is strongly promoted through the acquisition of notebooks, iPads, a videoconferencing unit and interactive whiteboards for each room so that our students gain the confidence and skills to further their knowledge and abilities ready for the digital age.

Our student welfare programs of You Can Do It, the Restorative Practice approach and the promotion of our school values are strongly embedded into the school culture and continue to be of worth and importance. In 2018, the school is transitioning from "You Can Do It" to a "Respectful Relationships" teaching approach.

The school has strong connections with the Secondary College sharing facilities and professional development days as well as providing teaching and learning occasions for both sets of students through school visits. As a part of the West Wimmera School Sports Association (WWSSA) we provide sporting events against other schools and the chance to go on to district, regional and state level in a range of events from swimming, athletics, cross country and the winter lightning premiership.

The School Council and Parents Club are very supportive of the school and assist staff with camps, excursions, special days, BBQs, sporting events, school fundraising, concerts, fetes, canteen, uniforms, working bees and cultural performances. There are strong partnerships with local art organisations to facilitate involvement in festivals.



Framework for Improving Student Outcomes (FISO)

Our focus in FISO continues to be on excellence in teaching and learning. During 2017, we continued to develop skills in the teaching of reading (CAFÉ) and Seven Steps for Writing Success. Soundwaves was implemented to improve spelling skills. Staff embedded their use of pre and post testing in mathematics to determine areas of need for student learning. Planning and assessment were done collaboratively for maximum impact. In 2017, our results have been highly impressive. We will continue to develop teaching skills and plan collaboratively in the areas of CAFÉ Reading, Sound Waves Spelling, Seven Steps to Writing Success and Pre and Post testing in Mathematics in order to achieve high levels of student learning in key areas. With three relatively new teachers to the classroom, Mrs Gove will take on more of a coaching role this year in a specialist capacity. Student voice will continue to be enhanced through Junior School Council, Teacher/Student/Parent Interviews and conducting student surveys.

Achievement

In analysing NAPLAN data in 2017, outstanding results have been evident in student learning. In Year Three, 58% of students were in the top two bands in Maths, 67% in reading and 58% in writing. In Year Five, students achieving medium or high levels of relative growth were equally as impressive - 85% in reading, 83% in mathematics and 75% in writing. Staff taught using the Victorian Curriculum and assessed using PAT online, teacher developed assessments, moderation of student writing and Fountas and Pinnell reading assessments. These provided staff with tools for scoring student performance.

Engagement

Our average number of days absent has had a slight increase. This was 15.93 days per student in 2017, 15.61 in 2016, 14.81 in 2015 and 13.17 in 2014. With this in mind, focus has been around improving student attendance. Weekly awards to encourage increased attendance are presented for the best class and termly awards being presented to student with greater than 95% attendance. Dimboola Primary School staff have started marking the roll electronically and text messages will be sent to parents of students who have unexplained absences on a daily basis.

Wellbeing

Our student attitudes to school results for 2017 were disappointing. There was a change in the way the survey was completed with students in Year Four, Five and Six now doing these on computer. Year Four students had previously not completed the survey. Following the results, the principal interviewed small groups of students to find out possible reasons for responses. On the whole their responses were not consistent with the results of the survey. In fact the students were highly complimentary. Perhaps with our desire to improve student learning outcomes, less emphasis and time has been provided for proactive programs in student social learning. In regard to bullying, we will continue to be proactive through the use of circle time, where students learn to articulate things like how to be a good friend or how people feel when others don't follow rules. Dimboola Primary School Students complete twice yearly student safety surveys to identify issues. Staff respond to these issues in a fair and transparent manner.

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

www.dimboolaps.vic.edu.au/



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 108 students were enrolled at this school in 2017, 60 female and 48 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 11 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>46%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>67%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>-</td> <td>46%</td> <td>54%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>54%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	46%	38%	Numeracy	17%	50%	33%	Writing	25%	67%	8%	Spelling	-	46%	54%	Grammar and Punctuation	23%	54%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	92 %	91 %	92 %	91 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	92 %	91 %	92 %	91 %	92 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

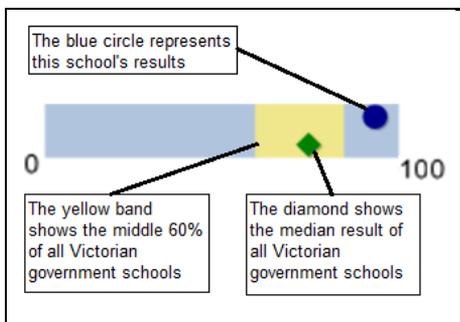
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

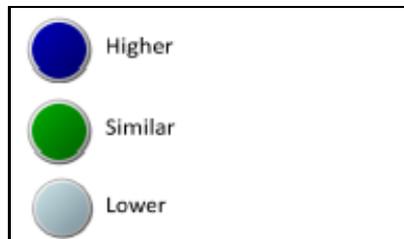


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

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



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

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

At the end of 2017 we ended with a surplus of \$53 943. This occurred largely due to prudent use of school funds. Our staffing structure has changed, less experienced staff beginning work at Dimboola Primary School mean a reduction in total salaries paid. Equity funding of \$93 594 allowed for the employment of staff to run intervention programs such as MultiLit and QuickSmart Literacy and Numeracy. Locally raised funds were collected through school fees, the school fete, catering for the rowing regatta and the running of the school canteen (although this is not designed to be a profit making facility). Unfortunately we had approximately \$3200 in school fees not paid, These fees are used to purchase school stationery supplies and the school encourages families to pay their fees and pay them early. Significant building works will occur during 2018/19 with approximately \$1.2 million being spent on the repair of school buildings and the modernisation of teaching spaces. Whilst this is highly exciting, there will be some inconvenience experienced with resources, students and staff needing to be relocated temporarily.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,015,408	High Yield Investment Account	\$19,137
Government Provided DET Grants	\$168,970	Official Account	\$3,678
Government Grants State	\$300	Other Accounts	\$31,127
Revenue Other	\$15,822	Total Funds Available	\$53,943
Locally Raised Funds	\$58,218		
Total Operating Revenue	\$1,258,718		
Equity¹			
Equity (Social Disadvantage)	\$93,594		
Equity Total	\$93,594		
Expenditure		Financial Commitments	
Student Resource Package ²	\$962,413	Operating Reserve	\$39,811
Books & Publications	\$2,705	Asset/Equipment Replacement < 12 months	\$3,000
Communication Costs	\$8,659	Maintenance - Buildings/Grounds incl SMS<12 months	\$4,350
Consumables	\$27,845	Beneficiary/Memorial Accounts	\$1,391
Miscellaneous Expense ³	\$31,716	Revenue Received in Advance	\$3,391
Professional Development	\$6,675	School Based Programs	\$2,000
Property and Equipment Services	\$60,983	Total Financial Commitments	\$53,943
Salaries & Allowances ⁴	\$67,788		
Trading & Fundraising	\$25,460		
Utilities	\$13,960		
Total Operating Expenditure	\$1,208,205		
Net Operating Surplus/-Deficit	\$50,513		
Asset Acquisitions	\$5,355		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.



All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.