

2021 Annual Report to The School Community



School Name: Dimboola Primary School (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 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.

Attested on 16 March 2022 at 05:59 PM 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 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.

Attested on 23 March 2022 at 09:39 AM by Jennie Hauselberger (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

We strive to empower our students to reach their potential and live by our school values in a safe and inclusive environment. 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 approximately 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. Teacher/Student/Parent interviews are held three times per year to celebrate learning achievement and set goals for the future.

In 2021 the school had 4 grades with a total of 88 students. The class structure was Prep/1, Year 2/3, Year 4/5 and Year 5/6

Of our students, 35% travelled to school on one of the 4 buses from the surrounding areas of Pimpinio, Wallup, Gerang Gerang and Antwerp. 7% of students were 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. The Year 4/5 and 5/6 class are located in the modular building.

The grounds are spacious and well maintained with plenty of shade, grassed areas and play areas. We collect the rainwater and this is used for watering the main oval.

In 2021 our staffing profile comprised four classroom teachers, a Learning Specialist; one specialist art/science teacher, four Educational Support Staff (two part-time) and a Principal reflecting a range of experience from a recently graduated teacher to teachers with over 20 years of experience. 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. In 2021, we continued on a journey of modifying the CAFE reading approach to place a greater emphasis on reading comprehension. Teachers in the upper years delved deeper with their students to ask students to infer and make predictions on what had happened in the material they were reading. Teachers began planning in five week cycles knowing where they wanted their children to be at the end of the five week teaching cycle. Reading assessments were completed using a range of standardised teaching material and this was used to determine strengths and opportunities of the students in their care. 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. 2021 was a year with a lot of challenges presented by COVID19. There were snap lock downs and the requirement for students, staff and parents to upskill in the use of Webex and Google Classrooms for educational purposes.

Our student welfare utilises the Respectful Relationships Program, a Restorative Practice approach to student indiscretion, Circle Time and the promotion of our school values to embed a strong school culture.

Many of the extra curricular activities such as sporting carnivals, fetes and camps were impacted by COVID19.

Thankfully we were able to hastily organise a combined camp for the students in Years 3/4/5/6 to Roses Gap. An extended day was held for the Prep/1 students with a sleep over for the Year 2 students.

Framework for Improving Student Outcomes (FISO)

Dimboola's two key directions in the 2021 annual implementation were:

1. Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support. Establish Professional Learning Community (PLC) structures to support teacher collaboration and reflection to strengthen teaching practice.
2. Happy, active and healthy kids priority - focusing on student attendance in response to the potential impact that extended periods of remote learning had on student well being.

In 2021, our PLC delved into students writing, assessing student writing samples in order to gain a consistency of understanding of what constituted a piece of writing at a Year Prep, One, Two, Three, Four, Five, Six and beyond level. This appraisal of student writing provided a roadmap of where to next for students in their writing. Staff used the Vocabulary, Connectors, Openers and Punctuation (VCOP) Program to develop their skills. 21% of students in Year Five demonstrated high gain in writing - this compares favourably with the state. However, during the analysis it became apparent that students were not using basic punctuation such as capital letters and full stops, their vocabulary and spelling were limited. Hence greater work will continue in this area in 2022. Our aim in 2022 will be to increase the number of students showing medium or high growth in their writing from Year 3 to Year 5.

Our School Strategic Plan set the following targets "By 2022 maintain or improve the percentage of students at or above the age expected level from year Prep to year 6 as determined by teacher judgement - Target Writing P-2 at 75%, 3-6 at 85%". Actual - Teacher Judgment Semester 2 2021 - Prep - 2 = 79% (target met) and 3-6 students = 60% (target not met). The result for 3-6 writing has not been met, which is disappointing, however in a year interrupted by COVID19 it is understandable. Teachers commented that the most difficult curriculum area to teach remotely was writing. They cited the opportunity to brainstorm ideas with peers and teachers prior to writing was largely taken away. Remote learning also impacted upon student confidence and motivation to write.

Our second target was to improve student attendance - 26% of our our students had 20 or more days of absence. This is a high rate of absences. However it compares favourably with similar schools recording 28% of students with 20 or more days of absence. The impact of COVID was immense last year with a portion of students disengaging from their learning due to anxiety and a lack of routine. We are still working on this element. In 2020 the percentage of students with 20+ days of absence was 17% - therefore there has been a deterioration in attendance. As mentioned this may partly be explained by COVID but also by some new families moving to Dimboola Primary.

Achievement

It was a celebration in 2021 how students responded to learning remotely with the skill acquisition being rapid using Webex and Google Classroom.

As previously mentioned, the student performance in writing is below expected standard. As such, Big Writes and Cold Writes will be occurring regularly this year. We aim to provide students with the skills to develop their writing craft particularly in exposition and narrative writing. Students will set goals for improvement in their writing based on teacher feedback.

With three new teaching staff this year, there will be a strong emphasis on teacher induction and aiming to develop a consistent approach to teaching following the Dimboola Instructional Models in Reading, Writing and Maths.

Students in the early years will be educated using a phonemic approach with students taking decodable readers home.

We are a part of the DSSI Teaching Partners Program and early years teachers will be working closely with Xanthi Rice to develop their craft in teaching using a scripted approach to the learning of sounds.

Engagement

Pleasingly the sense of connectedness to school is 80% which compares well to like schools and schools across the state. Disappointingly, this result is a drop on our four year average. This may be partly attributed to the impact of COVID in 2021. As such, supporting student engagement during the return to school following repeated COVID lockdowns is a high priority. Two teachers have been appointed to assist in student well being. Staff have been enrolled in the Berry Street training program to aim to improve student voice and agency. The data indicates the average number of absences for 2020 was 16.8 days. This represents an increase in days absent compared to the four year average of 15.3 days of absence per student. The accuracy of this information is hard to verify due to the high number of days where students were learning remotely. Communication with our families to foster communication channels through welcome barbeques, athletics, swimming and cross country along with fundraising events will enhance what is all ready strong relationships. We will send out correspondence using Skoolbag and uEducateUs in the hope of reducing the impact on the environment. It is our hope that families will utilize Skoolbag and uEducateUs readily.

Wellbeing

As can be seen from the student attitudes to school Management of Bullying survey conducted with the students in Year 4 - 6, we have a high rate of endorsement of managing bullying. Activities including our health program, where students are able to develop an understanding of what bullying is, discuss ways of handling potential bullying and having a supportive and responsive team to minimise bullying within our school community have all had a positive impact on this element. In addition to the Department created attitudes to school survey, Dimboola Primary School has undertaken surveys on bullying within the school. This allows staff to keep up to date with the current pulse of the school.

Student leaders are empowered to demonstrate the school values and are important in maintaining a culture which is safe and welcoming. Student leaders are involved in discussion about how to make the school a better place. They take on roles of leadership including hosting assembly, determining award winners for students displaying the school values through the Wisdom Wizards program, flying the flags and collecting house points and recycling.

Finance performance and position

Our school's financial position is healthy with \$161, 514 in funds available at the end of the end of the school year. For each enrolment, the school receives a sum of money. For example; a Prep student who enrolls within our school results in \$8277 of funding from the Department of Education and Training to be deposited into our account. Therefore the larger the student population, the larger the student resource package. Conversely, the smaller the enrolment numbers the smaller the student resource package. With enrolment numbers falling through natural attrition, now more than ever it is vital to be strategic in budgeting. At the end of 2021, Dimboola Primary School recorded a \$25 891. In 2022 we started with four classes and this increased to five classes due to increased enrolments. Equity funding of \$83 341 allowed for the employment of staff to run intervention programs such as QuickSmart Numeracy and provide additional support in literacy for those students behind expected levels. Locally raised funds were collected through school fees. There was some fundraising conducted through the parent's club which was also locally raised funds.

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 88 students were enrolled at this school in 2021, 44 female and 44 male.

0 percent of students had English as an additional language and 7 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).

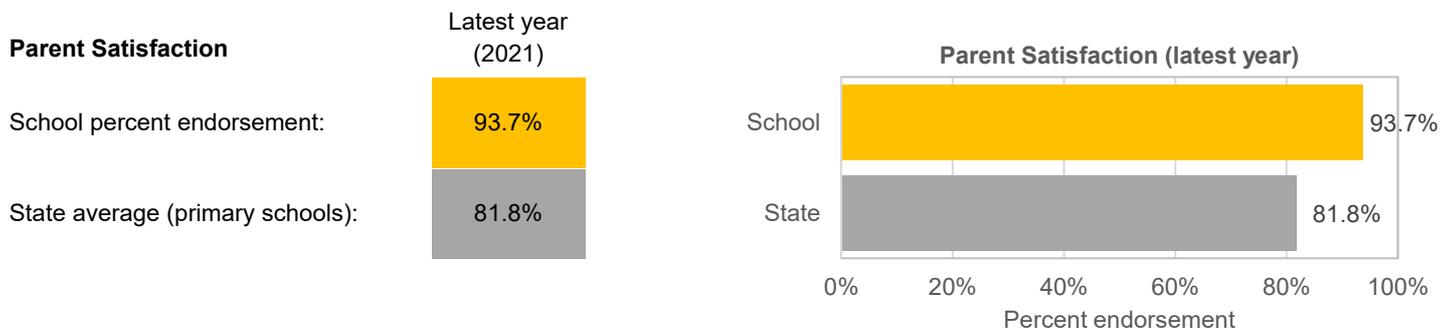
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

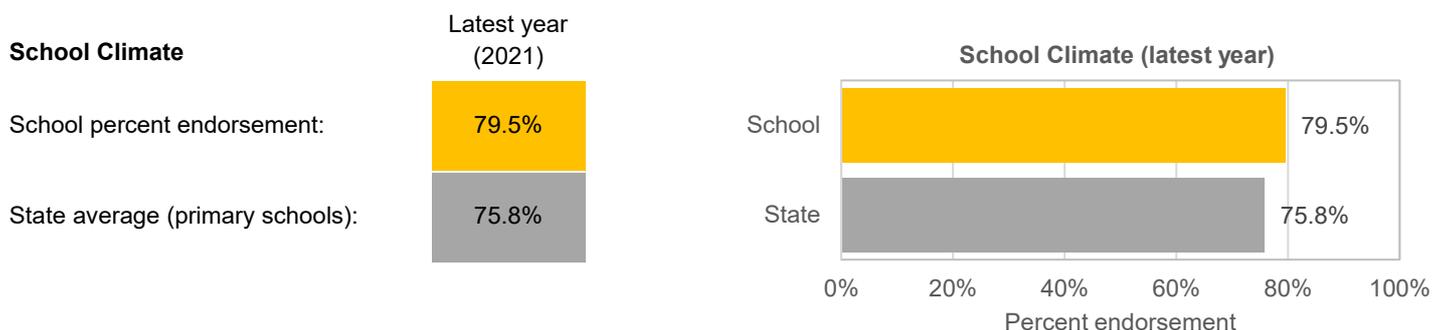


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

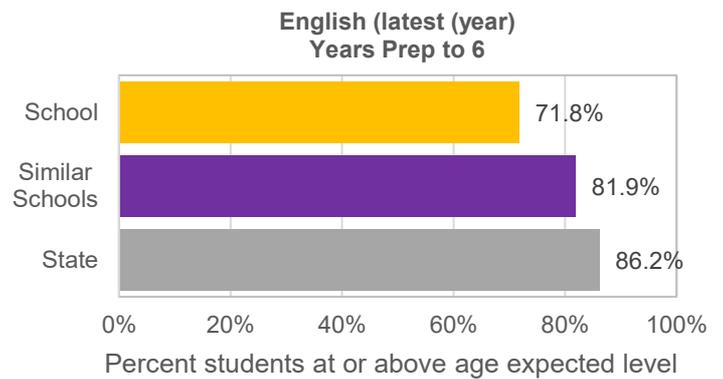
71.8%

Similar Schools average:

81.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

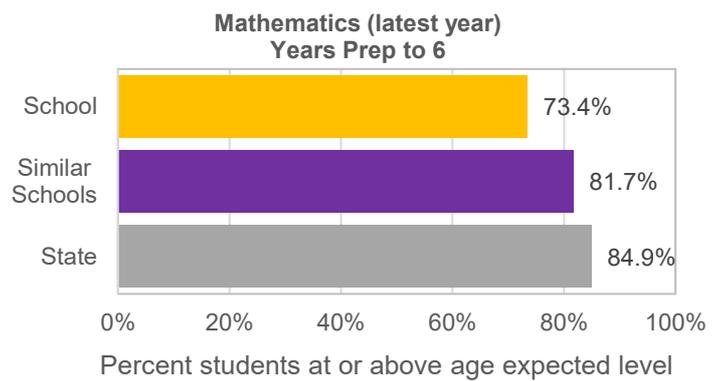
73.4%

Similar Schools average:

81.7%

State average:

84.9%



ACHIEVEMENT (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.

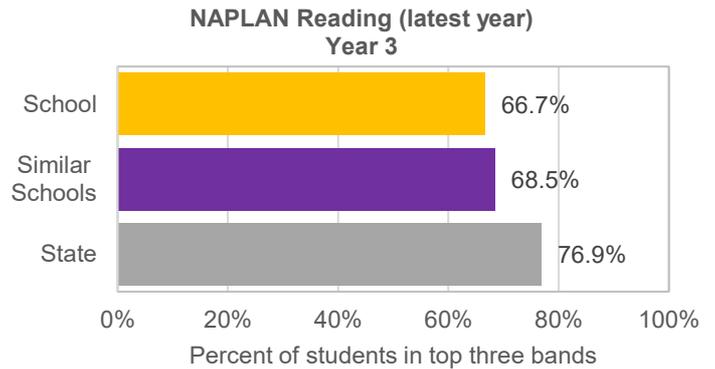
NAPLAN

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 2018, 2019 and 2021 data.

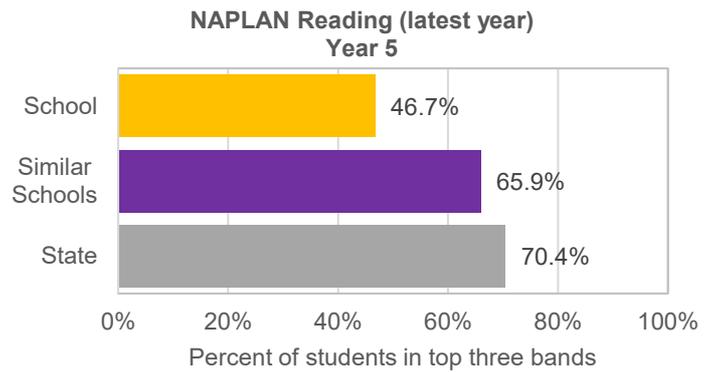
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	67.4%
Similar Schools average:	68.5%	70.4%
State average:	76.9%	76.5%



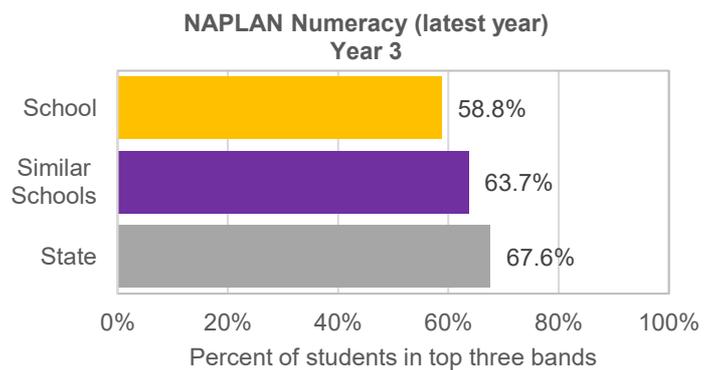
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.7%	52.2%
Similar Schools average:	65.9%	62.0%
State average:	70.4%	67.7%



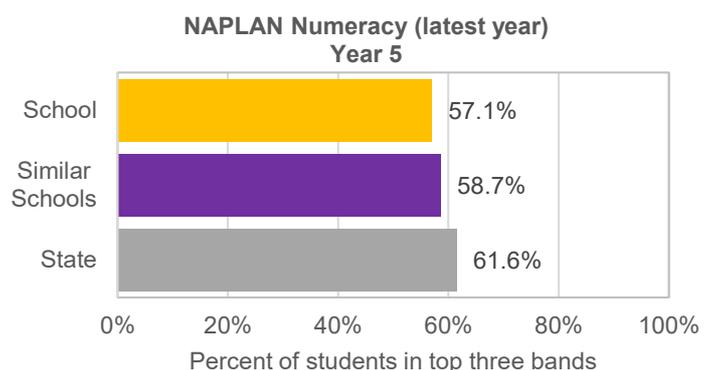
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.8%	60.0%
Similar Schools average:	63.7%	66.1%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.1%	55.6%
Similar Schools average:	58.7%	55.7%
State average:	61.6%	60.0%



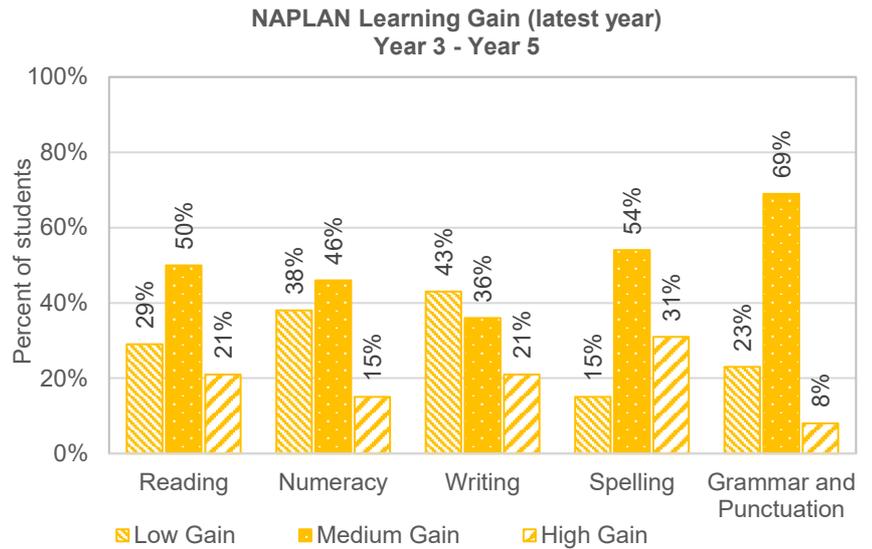
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	50%	21%	21%
Numeracy:	38%	46%	15%	23%
Writing:	43%	36%	21%	19%
Spelling:	15%	54%	31%	21%
Grammar and Punctuation:	23%	69%	8%	18%



ENGAGEMENT

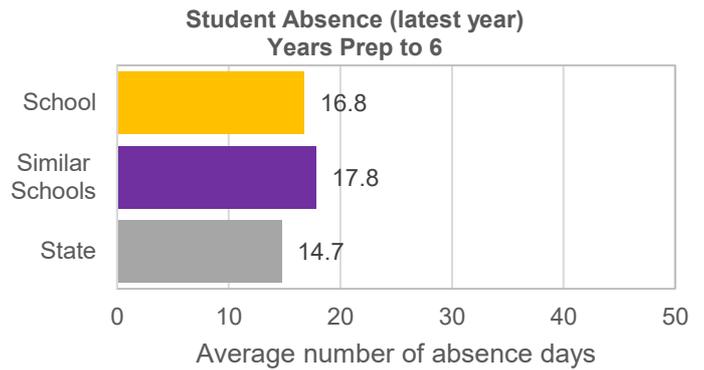
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.8	15.3
Similar Schools average:	17.8	16.6
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	93%	91%	91%	92%	90%	91%

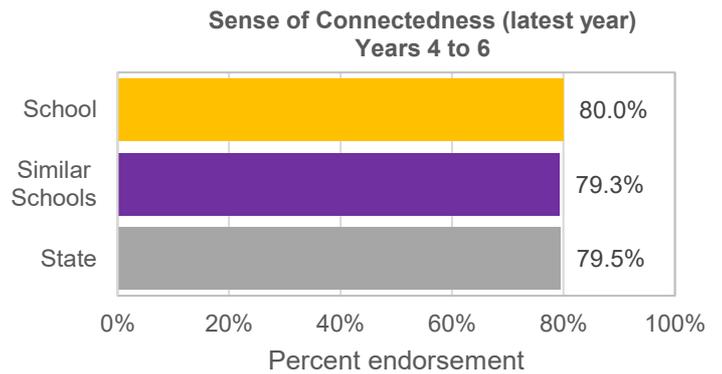
WELLBEING

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 (2021)	4-year average
School percent endorsement:	80.0%	89.9%
Similar Schools average:	79.3%	80.7%
State average:	79.5%	80.4%

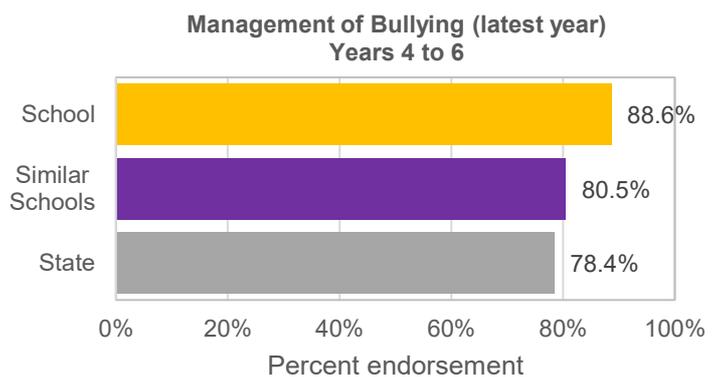


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	88.6%	91.1%
Similar Schools average:	80.5%	81.0%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$937,363
Government Provided DET Grants	\$217,144
Government Grants Commonwealth	\$2,194
Government Grants State	\$0
Revenue Other	\$15,415
Locally Raised Funds	\$42,698
Capital Grants	\$0
Total Operating Revenue	\$1,214,814

Equity ¹	Actual
Equity (Social Disadvantage)	\$83,341
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$83,341

Expenditure	Actual
Student Resource Package ²	\$934,762
Adjustments	\$0
Books & Publications	\$2,408
Camps/Excursions/Activities	\$20,271
Communication Costs	\$4,993
Consumables	\$32,048
Miscellaneous Expense ³	\$11,334
Professional Development	\$8,162
Equipment/Maintenance/Hire	\$25,616
Property Services	\$53,877
Salaries & Allowances ⁴	\$36,086
Support Services	\$2,554
Trading & Fundraising	\$14,584
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$11,540
Total Operating Expenditure	\$1,158,238
Net Operating Surplus/-Deficit	\$56,576
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$136,967
Official Account	\$23,114
Other Accounts	\$1,433
Total Funds Available	\$161,514

Financial Commitments	Actual
Operating Reserve	\$36,638
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$12,000
Beneficiary/Memorial Accounts	\$1,432
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$73,501
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$123,571

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.