

# 2016 Annual Report to the School Community



School Name: Dederang Primary School

School Number: 1772



Name of School Principal:

Susan McDonald

Name of School Council President:

Scott McKillop

Date of Endorsement:

24<sup>th</sup> April 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Dederang Primary School aims to challenge each child to be *curious, creative and caring*. As a small school in a rural setting, it has a collective goal that each member of the community lives by the school values; *Respect, Learning and Safety* to provide an engaging learning environment which strives to reflect best pedagogical practice and aims for excellence in teaching and learning.

Dederang Primary School sits at the center of the sprawling dairy community, nestled in the Kiewa Valley in North East Victoria. The Dederang Primary School had an enrolment of 22 students for the year of 2016. The School has operated in 2 multi-age classes in flexible learning spaces that enable students in Foundation to Year 6 to learn in a wide variety of situations. During 2016 the School operated with 2 core classes, Foundation to Year 3 and Year 4 to 6 students in the second class. Through individual and group work, students learn from each other and build independence and collaboration. The school has a teaching staff of one full-time classroom teacher and a teaching principal. The students are further supported by a classroom assistant who works three days per week. In 2016 the school continued work on the Strategic Plan and our Annual Implementation Plan with a greater focus on teaching and learning, particularly in Literacy and Numeracy. The timetable was restructured to ensure consistency across the day and a significant time allocation to Literacy and Numeracy. During 2016 students continued their Chinese language learning through weekly face to face lessons with a visiting native speaking Chinese teacher. Our specialist programs include; Science, Physical Education, Visual Arts, Library and Drumming. The Physical Education program has been enhanced through the Sporting Schools Fund that has allowed us to bring in a range of experts to teach tennis, soccer, gymnastics and swimming. In line with the new Victorian Curriculum, Digital Technologies has been added this year as a subject at Dederang Primary School, where students undertake learning about computers, their uses, coding and other digital programs. This is supported with a one to one computer program at the school.

Dederang Primary School is well resourced with a modern, energy efficient BER double classroom, an Art room, Library, a large Gymnasium and extensive grounds. The school prides its self on the natural setting with a natural creek bordering the edge of the school allowing for conservation and appreciation of our natural environment. The school also offers Dederang Primary School Kinder and Care, a small rural childcare center for children aged 3-5 years which operates on site, inclusive of a 15 hour integrated kinder program. Strong links between the Kinder and the school ensures smooth transitions for our beginning Foundation students and strengthens provision of education at Dederang.

### Framework for Improving Student Outcomes (FISO)

Our school FISO improvement priority for 2016 has been Building Excellence in Teaching and learning. The leadership and teaching team focused on building teaching practice excellence along side substantial work on curriculum planning and assessment.

Key resource DPS school curriculum based on the New Victorian Curriculum F -10 has been documented in the DPS booklet "The Way we Teach and Learn". These school wide planning documents include exemplars for lesson planning together with scope and sequence of curriculum. This has in turn resulted in consistent and quality teaching and learning in both literacy and numeracy. Both the staff and the students have been invigorated with new formats and are eager and willing to improve. A consistent assessment schedule has been implemented with Mid and Post Assessments that allow teachers and students to engage in discussion around progress measures and identification of future learning goals. The focused and rigorous work on this goal presents as an achievement that gives optimism about improved student outcomes in the future.

### Achievement

At Dederang Primary School it is our aim to empower all students to embrace learning and achieve their personal best. Curriculum planning, together with consistent quality teaching that challenges and supports learners has been a key focus for the improved school performance in Literacy and Numeracy. Literacy lessons include explicit teaching of reading and writing skills. In writing, teaching focuses on both the author craft of a writer, the structures of different text types and the process of writing a quality piece of work. Mid 2016 following review of poor spelling NAPLAN data the school implemented the Soundwaves program.



Soundwaves is based on a phonemic approach to reading and spelling. The impact of this phonemic approach has resulted in improved student progress and achievement that should be reflected in 2017 data.

2016 saw strong NAPLAN results in both Literacy and Numeracy for Year 3. The Year 3 cohort performed to a very high level in Reading compared to other schools. Our Year 5 cohort has shown improvement in Literacy and strong results in Numeracy. This is a testament to the quality teaching and explicit teaching occurring in our classrooms. Learning gains over the 2 years from Year 3 to Year 5 in Reading, Writing and Numeracy have moved from low to medium. Victorian Curriculum teacher judgements show improved results from 2015, particularly in Numeracy. The 2016 results have lifted our 4 year data and the school looks forward to seeing the continuation of improvement in student learning and achievement.

### Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement

Student engagement has continued to be a strong focus at our school. A number of whole-school, classroom and individual programs exist to support and develop engagement in a range of ways. The introduction of Visible Learning concepts of Learning Pathways, Growth Mindset and individual lesson Learning Intentions have created a sense of purpose for students in their learning journey. Student Voice was introduced during the year, encouraging students to share their perceptions of the school and their ideas for school improvement. The school conducted community events in which students proudly expressed what they had been learning and why to their families. Families engaged in activities during school information evenings to gain a greater understanding of learning programs. Further connections between the students, school and community were actively enhanced through annual events such as the School Concert and sporting events. This year saw re-invigoration of our Parent Club who worked on the BBQ development project and a Community Trivia Night that was well attended by school and community members and receive a positive feedback about the inviting atmosphere of the school. Strategies have been introduced to promote student attendance along with recognition of the importance of being at school, on time and committed to learning and this is recognized as a need for ongoing work. This has resulted in some improvement in our student attendance data. Student engagement has been identified as an area for development through the Strategic Plan and will be the focus of our 2017 Annual Implementation Plan.

### Wellbeing

A sense of community and a love of the natural environment is cultivated throughout the school to promote wellbeing. During 2016, the school continued a strong commitment to the development and implementation of a range of strategies to support student wellbeing including the use of State Government funding for a 0.4 Student Chaplain and Well-being worker. The Chaplain, together with the school Principal, coordinated the Kids Matter framework for developing Wellbeing of the students. The focus for 2016 being on positive learning environments and Social and Emotional Learning. ESmart accreditation was achieved creating a deeper understanding of personal safety online and expectations for engagement in digital activities both at school and home. Students engaged in excursions to local community support projects and participated in special days that promote personal safety and empathy for others such as 'A Day for Daniel'. Student feedback in 2016 indicates improved perceptions of personal safety. However connectedness to school continues to be a focus for future work. Student wellbeing and connectedness has been identified as an area for development and will be the focus of our 2017 Annual Implementation Plan through the concept of inclusion and engagement.

For more detailed information regarding our school please visit our website at [www.dederang.vic.edu.au](http://www.dederang.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 23 students were enrolled at this school in 2016, 15 female and 8 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><a href="#">Teacher judgment of student achievement</a></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p style="text-align: center;"><span style="background-color: #c0c0c0; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p> <p style="text-align: center;"><span style="background-color: #c0c0c0; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Lower</p> <p> Higher</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> 100 % Medium</p> <p><b>Numeracy</b> 100 % Medium</p> <p><b>Writing</b> 100 % Medium</p> <p><b>Spelling</b> 100 % Low</p> <p><b>Grammar and Punctuation</b> 100 % Low</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>94 %</td> <td>NA</td> <td>87 %</td> <td>94 %</td> <td>85 %</td> <td>86 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	NA	87 %	94 %	85 %	86 %	88 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	NA	87 %	94 %	85 %	86 %	88 %										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>

# How to read the Performance Summary

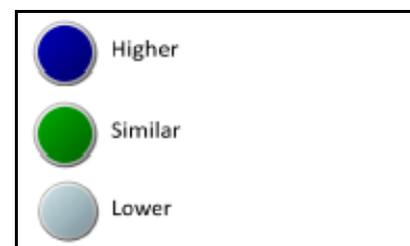
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

Our school plans carefully to ensure maximum benefit from funding and student focused productivity. As shown in the operating statement, our school is in a strong financial position. Through watchful management and strong parent support, the annual result for 2016 maintains an operating reserve and a positive base going forward, ensured by the finance sub-committee of school council which operates effectively by closely monitoring spending and the operation of program budgets. Revenue for the school has been supplemented in the past year by DPS Care, which is now well established, building monetary and social capital for our school community. We have continued to receive annual funding for the provision of a Kindergarten program. Expenditure on rebuilding the school BBQ area and ICT hardware were significant investments in providing a safe and stimulating school environment. Our school continues to be well supported by the community through FRRR and Aussie Farmers, and by locally raised funds.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$305,490	High Yield Investment Account	\$58,676
Government Provided DET Grants	\$145,079	Official Account	\$966
Government Grants Commonwealth	\$74,957	Other Accounts	\$51,729
Revenue Other	\$9,041	<b>Total Funds Available</b>	<b>\$111,371</b>
Locally Raised Funds	\$37,730		
<b>Total Operating Revenue</b>	<b>\$572,297</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$273,584	Operating Reserve	\$32,212
Books & Publications	\$568	Asset/Equipment Replacement < 12 months	\$5,000
Communication Costs	\$1,730	Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
Consumables	\$16,522	School Based Programs	\$54,159
Miscellaneous Expense	\$49,059	<b>Total Financial Commitments</b>	<b>\$111,371</b>
Professional Development	\$2,538		
Property and Equipment Services	\$34,353		
Salaries & Allowances	\$97,213		
Trading & Fundraising	\$4,161		
Utilities	\$4,313		
<b>Total Operating Expenditure</b>	<b>\$484,042</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$88,256</b>		
<b>Asset Acquisitions</b>	<b>\$28,060</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

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.*