

# 2017 Annual Report to the School Community



School Name: Dookie Primary School

School Number: 1527

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Dookie Primary School is situated in the township of Dookie 30 kilometres from Shepparton and 43 kilometres from Benalla.. Dookie is a rich agricultural area and the school serves the town community as well as the Cosgrove, Boxwood and Yabba North farming communities. One quarter of our current enrolment of 49.6 students travel to school by bus.

The relatively new school buildings are modern and comfortable as well as being well equipped. We have implemented 3 full time classes at the school for 2018. The school has extensive asphalt and grassy play areas complete with two adventure playgrounds. Protection from the heat or wet weather is provided by three large undercover areas. We are extremely proud of our established Stephanie Alexander kitchen and garden.

Dookie Primary School is dedicated to improving educational outcome for all students and has realigned its curriculum to reflect a quality Literacy and Numeracy program using CAFÉ and Daily 5 to underpin our approach to reading and comprehension, VCOP and Smart Spelling to support Writing and a differentiated approach to cater for Numeracy across the school.

With the introduction of STEM (Science, Technology, Engineering and Mathematics) being introduced as a key focus for 2017 we have been preparing our students and resources to implement these programs. We have purchased a range of key technologies such as EV3 and iPads to support learning across the Coding and Technology learning areas and introduced interactive TV's to enable teachers to work in a 21<sup>st</sup> century teaching environment.

Dookie Primary School has a fortnightly lesson from a specialist art teacher, and library teacher. Our students and staff frequently join with the Shepparton Smalls School cluster for a cultural performance and Professional Learning each term.

The School is strongly supported by the School Council and the Parents Forum, who assist with grounds upgrading and upkeep, along with fundraising events run in our community. The volunteer base ensures the delivery of our curriculum program and extra curricula activities.

Dookie Primary School aims to develop socially well balanced students who perform to the best of their ability in their academic studies in a friendly, safe and caring environment.

### Framework for Improving Student Outcomes (FISO)

At Dookie Primary School we have focused on 2 key FISO initiatives which are Excellence in Teaching and Learning and Community Engagement in Learning – building communities.

### Achievement

During 2017 our student performance data as indicated by teacher judgement was slightly lower than comparable schools.

Our grade 3 NAPLAN data was pleasing during this current year with students performing above like schools in all KLA's, however, our grade 5 was the opposite with the exception of a similar result in mathematics.

We have worked to further develop our differentiated mathematics program which allows students to work at their next point of learning in all number components of the curriculum.

We have 17% of our grade 5 cohort have high learning gains in writing and spelling. However, with 83% of our spelling results in the low gain block it has informed us to look at other alternatives to spelling strategies.

Our approach to Spelling was reviewed during 2017 with little gains made in this area. We have decided to take on a new whole school approach to Spelling with training for teachers commencing in late 2017. We will implement Smart Spelling (Michelle Hutchinson) program for all classes in 2018. We have set a 2 year review period for this program.

### Engagement



Dookie Primary School is a school that has been steadily attracting enrolments for the last 4 years. For a small school Dookie Primary School provides a rich and engaging program for students with a variety of specialist subjects and extra-curricular activities.

Our sporting program at Dookie Primary has been very engaging with support from Sporting Schools funding. We are able to access a range of outside professional providers as well as support the programs with excellent sporting resources.

STEM subjects are highly regarded by our students at DPS, students enjoy the range of activities such as robotics, engineering, coding and critical thinking tasks in a fun environment provided by the teachers. We are well resourced to cater for this subject and have recently refurbished our STEM lab with Commonwealth funding for projects of this nature.

As well as providing a strong core curriculum the school also provides a inquiry based integrated unit that is planned for at a cluster level. An Arts and Library program is also provided via the visiting MACC and MARC vans. The school has its own library and the students also participate in science and sports programs.

The school prides itself of its Stephanie Alexander Kitchen Garden program. It has a high participation of community members which support both elements of this program. The program is very engaging and provides students with an opportunity to participate in rich tasks that are not readily available to students at schools without such programs. The program is stimulating and provides students with valuable life skills whilst supporting programs in the classroom.

Attendance rates at Dookie Primary School are comparable to other Victorian Government schools.

## Wellbeing

Attendance rates for Dookie Primary School are comparable to other Victorian Government schools. Being a small school, students who are regularly late or absent can be easily identified. Regular contact with families to discuss absences as well as promoting school attendance in the newsletter have been strategies employed by the school.

Dookie Primary School has been steadily increasing enrolments over the last 4 years. We have set a target of working with students to achieve a 90% attendance or greater rate for the school year.

Transition from pre-school to Foundation was a school focus in 2017 and we increased Foundation enrolments from 3 to 8 students at the beginning of 2017. Students regularly visited the pre school throughout the second semester and formed buddy friendships with the new students. During Term 4 the pre school was invited to participate in activities that were present at the school.

Grade 6 students were also involved in a transition program to support them entering the Secondary School sector. They had opportunities to participate in orientation and open days.

Cluster events are aimed at promoting connectedness with other schools in our area and for students to form friendships before their transition.

Our students feel connected to the school and the community and we have excellent feedback from parents about how their child's experience of school is going.

With the introduction of high interest programs such as STEM and interesting classroom programs we work hard to promote school as a great place to be for our students.

For more detailed information regarding our school please visit our website at  
<http://www.dookieps.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 45 students were enrolled at this school in 2017, 27 female and 18 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent 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>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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><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>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> Similar</p> <p> Similar</p> <p> Similar</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</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><b>NAPLAN Learning Gain</b> 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>	<p><b>Reading</b></p> <p><b>Numeracy</b></p> <p><b>Writing</b></p> <p><b>Spelling</b></p> <p><b>Grammar and Punctuation</b></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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p><b>School Comparison</b> 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>88 %</td> <td>88 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>95 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	88 %	94 %	94 %	92 %	95 %	89 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	88 %	94 %	94 %	92 %	95 %	89 %										



## 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><b>Students Attitudes to School - Sense of Connectedness</b></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>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></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>	Similar

# 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

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$415,099	High Yield Investment Account	\$143,168
Government Provided DET Grants	\$99,652	Official Account	\$3,507
Government Grants Commonwealth	\$16,294	<b>Total Funds Available</b>	<b>\$146,674</b>
Revenue Other	\$7,805		
Locally Raised Funds	\$45,463		
<b>Total Operating Revenue</b>	<b>\$584,312</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$12,491		
<b>Equity Total</b>	<b>\$12,491</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$404,747	Operating Reserve	\$20,178
Communication Costs	\$1,677	Asset/Equipment Replacement < 12 months	\$5,000
Consumables	\$22,384	Capital - Buildings/Grounds incl SMS<12 months	\$89,632
Miscellaneous Expense <sup>3</sup>	\$27,707	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,200
Professional Development	\$2,884	Revenue Received in Advance	\$2,800
Property and Equipment Services	\$44,997	School Based Programs	\$4,599
Salaries & Allowances <sup>4</sup>	\$12,949	Repayable to DET	\$7,000
Trading & Fundraising	\$10,794	Other recurrent expenditure	\$5,610
Utilities	\$7,507	Asset/Equipment Replacement > 12 months	\$1,655
<b>Total Operating Expenditure</b>	<b>\$535,646</b>	<b>Total Financial Commitments</b>	<b>\$146,674</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$48,667</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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.

During 2017 we targeted students who are 1 year or more below their expected year level in either reading or number or both. We employed a teachers aide to work directly with these students 9 hours a on either a 1:1 or small group depending on the need of the student. This employment was provided with \$6000 of equity funding. The remaining \$6000 was spent on technology such as iPads to allow all students to have access to the same technology across the school and to complement our BYOD program.

At the end of the year we carried forward a surplus of funds with the intention of moving to 3 full time classrooms in 2018 and further cater for a group of students in year 3 that need extra support in a classroom environment that is targeted to their needs.

We have significant funds in our capital works budget to allow for a shade structure to be built in early 2018.

We were successful in gaining 4 terms worth of grants through sporting schools and these came in the form of Commonwealth grants.



Parents Forum local fundraising will be carried forward until such time that capital works will be undertaken to erect a shade structure over the outdoor court, due for completion January 2018.

*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.*