2020 Annual Report to The School Community

School Name: Dhurringile Primary School (3944)

- 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 2020 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 22 March 2021 at 02:08 PM by Lisa Wilson (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 25 March 2021 at 01:09 PM by Dean Watson (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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).
  Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Dhurringile Primary School is located 25km from Shepparton in the Goulburn Valley. Established over 100 years ago in 1917, Dhurringile Primary School is a family and community orientated school with members committed to providing quality educational opportunities for all students.

Dhurringile Primary School's vision is to foster and encourage an inclusive community of learners who are confident, creative and challenged to achieve their full potential by 'Aiming High'. Learners participate within a safe, happy and supportive country life style environment that values a love of learning and strives for a strong sense of community.

Dhurringile Primary School's mission is to provide a quality education that develops each individual's potential to shape their own future, encouraging them to become lifelong learners and responsible citizens by contributing positively to their community.

Dhurringile Primary School's objective is to provide a safe, inclusive nurturing environment in which we promote:
•   a love of learning and a thirst for knowledge
•   all students 'Aiming High'; academically, socially, emotionally, physically and artistically.
•   a highly developed sense of belonging to both the school and the community.
•   confidence, compassion and the ability to get along with and to accept others.
•   an ability to successfully function in an ever-changing world.
•   Diversity is seen as enriching our school and is valued and respected.

The values at Dhurringile Primary School form the basis for all that we do as a school:
•   respect - for others, for property and for ourselves
•   achievement - We 'aim high' in our learning.
•   resilience - We bounce back and keep on trying.

The grounds, buildings and facilities at Dhurringile Primary School include:
•   Shaded play areas
•   Adventure playground for all students
•   Sensory garden
•   Park like setting
•   Naturally grassed oval
•   Wetland with boardwalk
We are fortunate to have access to the community tennis courts and hall next to school which we use for indoor sports or incursions and our Annual Christmas concert.
The school building consists of 2 classrooms, kitchen/staffroom, resource room and administration offices.

Students come from Dhurringile and the surrounding areas. 2020 commenced with 8 students across years Foundation to 6, with 1.4 teaching staff. In 2020, no staff nor students were identified as being Aboriginal, Torres Strait Islander or multi-cultural.
The school council and staff believe that students' best learn in a happy, caring and supportive environment. The strong sense of family belonging gives the students a sense of identity where all individuals are valued and respected.

Social interaction is fostered with cooperative learning strategies, and spontaneously through cross-age friendships. Dhurringile Primary School actively pursues opportunities for all students to engage with other schools in sporting, environmental and cultural activities. These include Murchison, Wunghnu, Zeerust and Waaia-Yalca South Primary Schools. Our school motto is 'Aim High' with the school values being Respect, Achievement and Resilience. A broad curriculum providing a variety of experiences and extra-curricular activities are also seen as an important part of the children's development and education.

The curriculum focus is on the development of students' literacy, numeracy, creativity, digital technology skills and personal wellbeing through varied learning experiences in across the curriculum. Two specialist teachers visit fortnightly: the Mobile Area Resource Centre (MARC) library service and Mobile Art and Craft Centre (MACC) Art Program. Italian is taught by a specialist teacher using virtual communications. The curriculum and reporting systems are aligned with the Victorian Curriculum Framework.

The Victorian Digital Technologies Curriculum is being implemented across all levels of the school, with funding allocated to maintaining systems and devices such as interactive whiteboards, videoconferencing, iPads, laptops and robotics. The school has a 1:1 ratio for iPads and Windows computers.

The Victorian Digital Technologies Curriculum is being implemented across all levels of the school, with funding allocated to maintaining systems and devices such as interactive whiteboards, videoconferencing, iPads, notebooks and desktop computers. The school has a 1:1 ratio for iPads and Windows computers. In 2018 our equity funding went towards replacing the eldest of the iPads and laptops with new ones.

Parent participation in curriculum, sporting and cultural events is actively encouraged with parents assisting on excursions, and fundraising activities.

The annual Dhurringile Primary School Christmas concert, is an important community event and gives students a great opportunity to showcase their talents.

Framework for Improving Student Outcomes (FISO)

In 2020, Dhurringile Primary school's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Evaluating impact on learning. This included:

Developing an agreed instructional model for literacy with a focus on writing.
Developing a whole school literacy scope and sequence documents.
Strengthening the staff capacity to differentiate student point of need in their learning.

Dhurringile Primary School was able to deliver on our KIS to develop a literacy instructional model for writing however some of the associated AIP actions and professional development plans were modified due to remote learning. Professional learning that was originally planned through Bastow was cancelled. Internet connection issues made professional learning difficult at all levels. During term 1, the agreed instructional models were developed however remote learning was not conducive to being able to modify and evaluate the models as originally planned.

The whole school literacy scope and sequence was able to be developed during 2020 into a workable document. This key improvement strategy will be continued through 2021. Staff at Dhurringile Primary School became part of a Community of Practise with other local small schools to develop common knowledge around Fountas and Pinnell and to incorporate key understandings into their teaching and assessment practises. Initially, the Community of Practise was put 'on hold' during term 2 however it resumed remotely during terms 3 and 4. The main achievement of the group was a combined Data Wall based on Fountas and Pinnell reading achievements of the students.

Achievement

In 2020, Dhurringile Primary School continued work on its strategic plan goal of maximising the learning and growth in Literacy for each student.

Students in all years continue to improve in both literacy although the progress overall has been somewhat slower than would be expected. The majority of students made 12 months progress in 12 months. 100% of students made expected growth in all areas of literacy from semester 1 to semester 2 in 2020. Due to the very small cohort of students at the end of 2020, limited data is available. It would be easy to identify individual students given the number of students in each year level.

During term 4, it was decided to trial additional learning support through withdrawal groups in anticipation of the Tutor Learning Initiative for 2021. All students participated in the withdrawal groups, working with students who had similar learning needs regardless of their age or year level. All students were also withdrawn for both literacy and numeracy sessions. All students articulated a positive reaction to the groups. Teachers also reported a positive outcome.

During remote learning, staff were able to utilise online resources or other non-face to face learning for content-delivery and assessment and consequently developed new ways of differentiating for students. The technology learning of the students, their families and the staff was huge. Internet connection issues caused a lot of problems for both staff and students. All students were offered paper based alternatives to their learning during remote learning. 50% of the students participated in the daily learning sessions, while 50% only attended when the teachers initiated the contact.

Engagement

Our attendance data is good and is consistently below the state levels. The 4-year average at Dhurringile Primary School is 4 days below the state average. Year level attendance rates for 2020 are not able to be reported due to the total student numbers. Remote and flexible learning periods showed some absenteeism as students, at times, did not engage with remote learning unless it was teacher initiated nor did they engage with the school learning platform. Internet connection issues are partly responsible for a lack of engagement. Overall, 2020 had 63% of students with less than 10 days absent. The remaining students all had less than 19.5 days absent.

Where a student has not presented for school by 10am, the Principal makes contact with the family via text, to find out why.

Ensuring staff have positive and strong relationships with students and families, and that our students have success in school by participating in stimulating and challenging programs are the key reasons for high attendance. 'Every Day Counts' is reinforced throughout the year. Days absent are shown on the reports at mid and end of year and a special award is presented at the end of the year to the student who has the highest percentage of attendance. Reminders about attendance and lateness are regularly placed in the newsletter.

Dhurringile Primary School has a central focus on high levels of student involvement in the school. This is enhanced with our differentiated curriculum that caters for student's individual abilities and learning preferences. Students are always encouraged to do their best, be responsible and take ownership in their learning.

We have continued to refine our successful student engagement strategies to provide a stimulating and safe learning environment. These include: special events excursions and incursions, student leadership opportunities, specialist areas, whole school activities, students' setting goals as well as participating in local activities with other local schools such as camps, excursions and sporting events.

Wellbeing

Dhurringile Primary School, supplied health and wellbeing supports to students and families throughout the remote and flexible learning periods through several ways. Health and wellbeing was considered at a community level as well as at a school level. In the lead up to the first remote learning period, families were supplied with a list of community supports available to them. Families were given information as soon as was available and were assured that information would be supplied to them in that manner. They were reminded that they could contact the school Principal for assistance if required. The School Breakfast program was continued with the food being delivered personally to each family. Each family also received a holiday pack at least once per term. Remote learning was offered in a variety of ways to accommodate the internet issues that most families and staff encountered. Paper work packs were hand delivered to each family, on a weekly basis by the Principal. Families were able to request additional supplies for the work packs such as pencils, paper, craft supplies and hand santitiser. COVID safe measures were undertaken with all deliveries being to a letterbox or the end of the driveway each Friday. All families were informed as to the time of their delivery.

At the commencement of the first remote learning, each family was given a surplus school iPad to keep. Dhurringile

Primary School applied for and supplied to families that were encountering internet issues, an internet dongle. Families who had secondary school students who were unable to source computers to use during remote learning #1, were loaned laptops from Dhurringile PS.

At a community level, the school supplied cloth reusable face masks and ear savers to the wider community. Masks were individually wrapped and available from the school letterbox for the community to take. Some 30 masks were supplied over the main COVID period of terms 2 and 3.

At Dhurringile Primary School we have a strong anti-bullying stance and have become an Esmart school. We have a proud, strong and positive culture at our school. There is an expectation for all students to be responsible for their learning. There are positive links between home/school and school/home that every student can achieve success. With our motto of 'Aim High', there are high expectations of all students' behaviour by all staff as well as by the students themselves.

Student health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

Students Attitudes to School - Sense of Connectiveness and Management of Bullying data is not available due to the low numbers of students.

We will continue to positively promote Dhurringile Primary School in the wider community in person and by growing our social media presence. In addition we will focus on improving transition for all students and their families as they move into, through and beyond the school.

Financial performance and position

Dhurringile Primary school maintained a very sound financial position throughout 2020. The 2019-2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of $35,630. This surplus occurred through careful planning and management. 2020 saw a minimum of CRTs being employed. A short term contract of 6 weeks was used to cover long service leave. This long service leave ended was cancelled due to COVID however as the short term contract had already been negotiated, it was required to be met.

During 2020, Dhurringile PS have been addressing some of the minor maintenance required around the school. This has also included installing a new school dishwasher, washing machine and dryer. These items were purchased to assist with COVID cleaning measures. All washing etc is now performed at the school rather than being taken home by staff members to complete.

For more detailed information regarding our school please visit our website at
http://dhurringileps.weebly.com/

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   8 students were enrolled at this school in 2020, NDP female and NDP male.

0 percent of students had English as an additional language and 0 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) which takes into account parents' occupations and education.
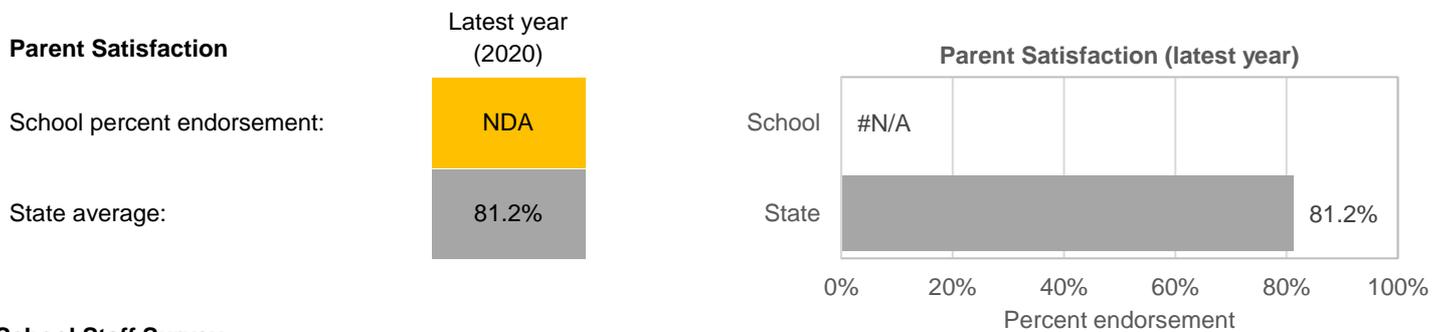
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.
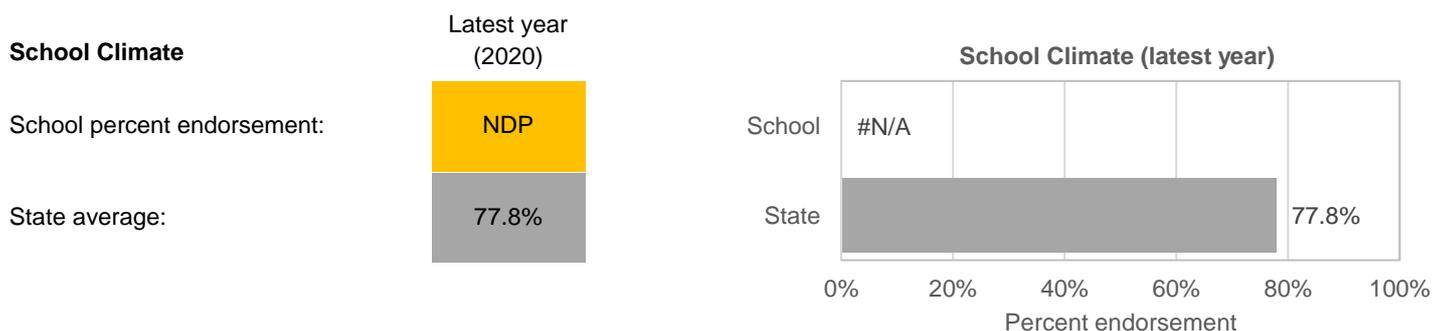
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)

School #N/A

State 81.2%

Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	NDP
State average:	77.8%

School Climate (latest year)

School #N/A

State 77.8%

Percent endorsement

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 (2020)

School percent of students at or above age expected standards:	66.7%
Similar Schools average:	79.5%
State average:	86.3%

English (latest (year)
Years Prep to 6

School 66.7%
Similar Schools 79.5%
State 86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
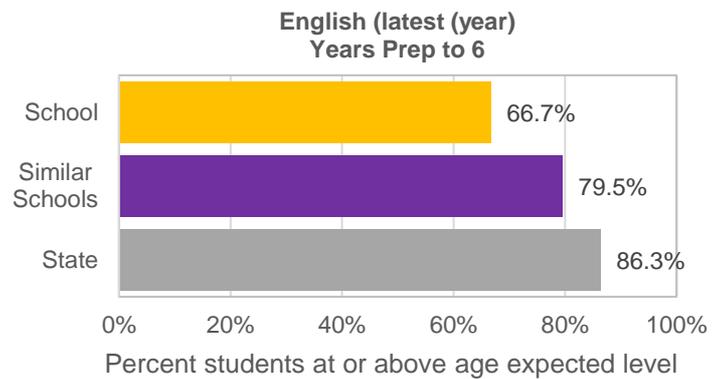
Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards:	100.0%
Similar Schools average:	81.3%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School 100.0%
Similar Schools 81.3%
State 85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
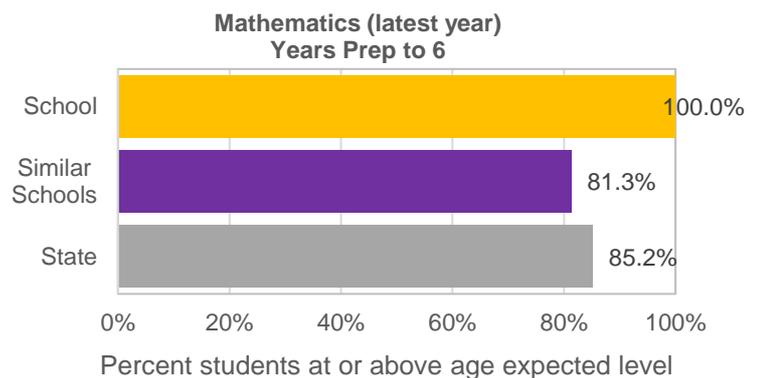
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

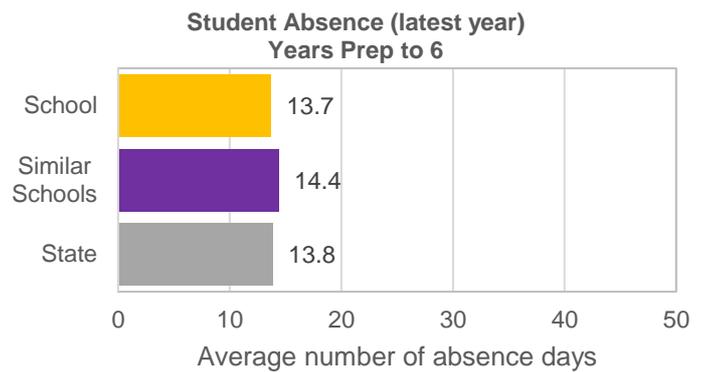NAPLAN tests were not conducted in 2020.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	13.7	11.6
Similar Schools average:	14.4	16.7
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	13.7
Similar Schools	14.4
State	13.8

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	NDP	NDP	NDP	NDP	NDP	NDP	NDA

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	72.9%
Similar Schools average:	88.4%	81.8%
State average:	79.2%	81.0%
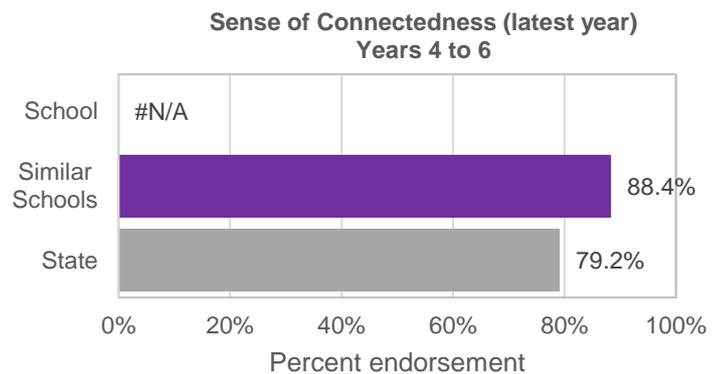
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	#N/A
Similar Schools	88.4%
State	79.2%

Percent endorsement

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

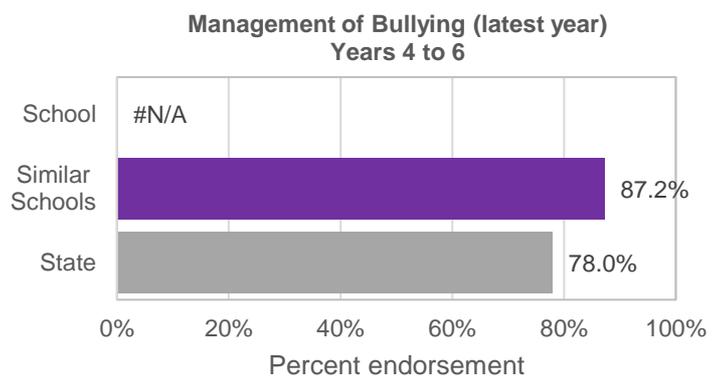| **Management of Bullying Years 4 to 6**	Latest year (2020)	4-year average
School percent endorsement:	NDA	90.5%
Similar Schools average:	87.2%	84.5%
State average:	78.0%	80.4%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School	#N/A
Similar Schools	87.2%
State	78.0%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$243,533
Government Provided DET Grants	$71,952
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	$987
Locally Raised Funds	$1,087
Capital Grants	NDA
Total Operating Revenue	**$317,559**

Equity [1]	Actual
Equity (Social Disadvantage)	$6,046
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$6,046**

Expenditure	Actual
Student Resource Package [2]	$234,394
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	$508
Communication Costs	$1,710
Consumables	$9,142
Miscellaneous Expense [3]	$4,263
Professional Development	$595
Equipment/Maintenance/Hire	$6,314
Property Services	$13,237
Salaries & Allowances [4]	$8,491
Support Services	NDA
Trading & Fundraising	$473
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$2,803
Total Operating Expenditure	**$281,929**
Net Operating Surplus/-Deficit	**$35,630**
Asset Acquisitions	**NDA**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$60,969
Official Account	$550
Other Accounts	NDA
Total Funds Available	**$61,519**

Financial Commitments	Actual
Operating Reserve	$10,000
Other Recurrent Expenditure	$1,549
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	$7,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$40,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$58,549**

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.