

2017 Annual Report to the School Community



School Name: Dixons Creek Primary School

School Number: 1585

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

Dixons Creek Primary School is a small, family friendly rural school that was opened on June 12, 1875 and is located in the heart of the Yarra Valley, 70kms NE of Melbourne. The school is surrounded by farms and vineyards in a rapidly growing tourist area. The school buildings consist of the original schoolhouse where the general office, staffroom, garden kitchen and principal office are located; four double portable classroom buildings, including the library, and a separate art room. All classrooms have banks of desk top computers, tablet devices and interactive whiteboards. The grounds are well tended with two play equipment areas, large slide, basketball/netball court, small oval with AFL goal posts, pine forest, sandpit, gazebo and shelter shed. The oval and court have synthetic grassed surfaces that provide clean, soft year round play areas.

Our vision for Dixons Creek Primary School is to empower students to embrace learning; to achieve their personal best and to build their emotional, social and physical well-being so they may actively contribute to the local and global community in a child safe environment. All members of the school community value, and **REACH** to be: Resilient, Energetic, Accountable, Caring and Honest. Our purpose is to deliver high quality core curriculum lessons with a high priority on also developing student's personal and social capabilities. Our 'life skills' curriculum includes drug, sexual and cyber safety programs that are developmentally appropriate and focus on the power of personal knowledge to keep safe. We are committed to the 'Kids Matter' journey and use the 'Bounce Back' program to deliver resilience education. The 'Respectful Relationships' program, aimed at decreasing family violence, will be undertaken in 2018. Our school chaplain is involved with both counselling and lesson delivery in this important area. All classes participate in a healthy cooking program using the school garden produce where possible.

This school has 7 equivalent full-time staff: 1 principal class, 3 classroom teachers and 5 Education Support Staff (4 part-time). We have a good mix of experienced, accomplished and graduate teachers on staff. Specialist teachers provide Art, Japanese, Library, Physical Education and Tennis lessons. We implement the Victorian Curriculum through an 'Integrated Inquiry' approach by delivering content across the eight mandated learning areas and four general capabilities. The three multi – age classrooms all have 20 students or less. We have a higher than average number of education support officers in the school who assist in the office and classrooms.

In 2017 our parent and staff satisfaction levels with this school were both above the median score for all Victorian government schools. Our student satisfaction rate was within the range of results for the middle 60% of all Victorian Government schools.

Framework for Improving Student Outcomes (FISO)

The FISO Initiatives for 2017, as outlined in the 2017 Annual Implementation Plan were: Building Practice Excellence; Curriculum Planning and Assessment; Building Leadership Teams; Empowering Students and Building School Pride; Setting Expectations and Promoting Inclusion and Building Communities.

In 2017 our teachers analysed the FISO documents and chose to focus on building teacher excellence through a focus on high impact teaching strategies. Teachers were able to observe each others practice through the 'Peer Observation' program. This program continues to give teachers the opportunity to constantly improve their teaching and learning programs.

Great gains have been made in empowering students and building school pride through the founding of a 'Student Representative Council.' There has been an increase in student positive attitudes towards school and we are confident this will again rise in 2018. Students are encouraged to lead assemblies, speak at public events, be involved in the local community and learn new leadership skills through attendance at student conferences.

The School Council, and leadership team, have worked hard to ensure that we form genuine, and supportive, relationships with the school community that focus on student wellbeing. This work has been rewarded with a significant jump in parent positive attitudes to their child's experiences and this school.

Achievement

Our 'Teacher Judgements' of student achievement in Years Prep to Six, for Mathematics and English, fall above the median score for all Victorian government schools. Our 2017 NAPLAN Reading results for both Year 3 and 5 are excellent. The percentage of Year 3 students in the top two NAPLAN bands of achievement was 64% of our children compared to 56% in similar schools. Our teachers have worked hard to ensure the Reading curriculum is tailored to individual needs and strengths. Children are given daily periods of 'individual reading' time and group guided reading sessions focus on building the reading strategies. Children are encouraged to take responsibility for their home reading and to understand the importance of daily reading. In 2017, 69% of our children were in the medium to high growth category for learning gain from Year 3 to Year 5, according to the NAPLAN Reading results.

The 2017 NAPLAN Numeracy growth gain from Year 3 to Year 5 shows that 67% of our students were in the medium to high learning gain category. This result shows that our teachers in the middle years are able to tailor lessons and expectations to the individual child so they can continue to make good progress. The NAPLAN Year 5 Numeracy results were within the range for the middle 60% of all Victorian government schools and were similar to 'like' schools with students of comparable backgrounds and characteristics, but slightly below the median score for all schools. With small cohorts of children it is more difficult to see results as valid and reliable. With children who fall below the 'expected level' we have individual learning plans. When analysing data that falls below state means we look at individual children rather than concentrate on cohort percentages. This way we can address student needs specifically and differentiate lessons to meet individual needs.

Teachers continue to focus on student achievement through weekly 'Professional Learning Team' meetings. Individual students who fall outside the 60% band of student achievement are discussed in detail. At all times teachers are focussed on knowing how their students learn, setting realistic individual goals and ensuring all students know the learning intentions of each lesson. Scaffolding targeted skills and knowledge is vital if all children are to reach their full potential. Small schools can do this particularly well.



Engagement

Our rate of student absence is higher than the median score for all Victorian government primary schools but still within the range of 60% of all Victorian government schools. Many of these absences are extended family holidays either within Australia or internationally. It can be difficult for rural families with jobs in food production to take holiday during the school breaks. Our rurality can make it difficult for parents to get children to school in certain circumstances as no families are within walking distance of the school and we are situated on the busy Melba Highway.

Letters have been sent to families concerning student absences, and in 2017 there were consistent reminders about absences in the newsletters also. The vast percentage of student absences are caused through illness and explained by parents.

We encourage children to monitor their own absences and to realise how important it is to be at school every day. Teachers ensure that lessons are highly motivating and each day there is a great reason to be at school.

We will continue to stress that: 'It is not okay to be away!'

Wellbeing

The 'Attitudes To School Survey' 2017 surveyed Year 4 children for the first time. Previous to this year only students in Years 5 and 6 were surveyed. Our Year 4-6 results fell in the range for the middle 60% of all Victorian government schools and were similar to 'like' schools with students of comparable backgrounds and characteristics. When the 2017 student attitudes were analysed, the Year 4 and Year 5 responses had a high positive rate. The Year 6 cohort took longer to settle and their responses were less favourable than their younger peers.

We are addressing student perceptions of school with: increased student leadership roles, special interest groups, participation in the local FM radio show, life skills education programs, increased sporting opportunities, resilience programs, participation in the 'State Schools Spectacular' performance, individual and group counselling through the chaplaincy program and an emphasis on child empowerment.

The school has developed the roles of student representatives who meet as a Junior School Council each month. This body gives all students a greater voice. We are working with senior students to devise ways to make their final primary school years more engaging.

For more detailed information regarding our school please visit our website at
www.dixonscreekps.vic.edu.au



Performance Summary

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

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

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 67 students were enrolled at this school in 2017, 35 female and 32 male.</p> <p>0 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

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



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>54%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>8%</td> <td>75%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>50%</td> <td>42%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>42%</td> <td>33%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	54%	15%	Numeracy	33%	50%	17%	Writing	8%	75%	17%	Spelling	50%	42%	8%	Grammar and Punctuation	42%	33%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <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>90 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	92 %	92 %	92 %	93 %	88 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	92 %	92 %	92 %	92 %	93 %	88 %										



Performance Summary

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

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

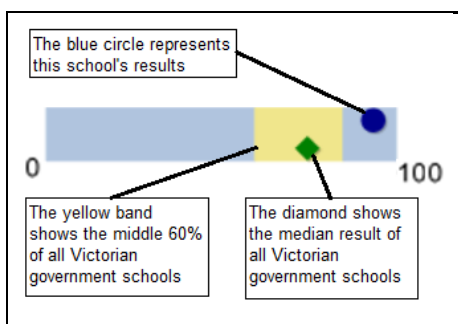
Engagement

- 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).

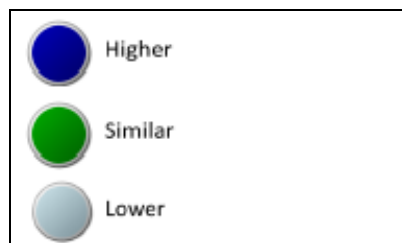


What does *School Comparison* refer to?

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

Through accumulated savings over the past years, the school has a surplus. The locally raised funds include parent payments of the school materials fee and fundraising activities. The school is part of the 'National Chaplaincy' program and funds are provided for the employment of a school chaplain – three days a fortnight. This money, along with our 'Equity' funds, allow for the employment of education services officers to assist with the implementation of 'Individual Learning Plans' for children who fall below the expected level.

Funds have been set aside to use in 2018 to repay DET for the projected staffing deficit due to small class sizes, particularly in the F-2 area.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$636,778	High Yield Investment Account	\$241,899
Government Provided DET Grants	\$87,818	Official Account	\$3,705
Government Grants Commonwealth	\$9,496	Total Funds Available	\$245,604
Revenue Other	\$5,203		
Locally Raised Funds	\$66,681		
Total Operating Revenue	\$805,976		
Equity¹			
Equity (Social Disadvantage)	\$6,279		
Equity Total	\$6,279		
Expenditure		Financial Commitments	
Student Resource Package ²	\$616,462	Operating Reserve	\$21,853
Communication Costs	\$2,756	Asset/Equipment Replacement < 12 months	\$20,000
Consumables	\$12,129	Capital - Buildings/Grounds incl SMS<12 months	\$20,000
Miscellaneous Expense ³	\$41,150	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
Professional Development	\$2,359	Beneficiary/Memorial Accounts	\$3,000
Property and Equipment Services	\$29,307	School Based Programs	\$30,751
Salaries & Allowances ⁴	\$34,384	Repayable to DET	\$90,000
Trading & Fundraising	\$11,498	Asset/Equipment Replacement > 12 months	\$20,000
Utilities	\$6,513	Capital - Buildings/Grounds incl SMS>12 months	\$20,000
		Maintenance -Buildings/Grounds incl SMS>12 months	\$10,000
		Total Financial Commitments	\$245,604
Total Operating Expenditure	\$756,557		
Net Operating Surplus/-Deficit	\$49,418		
Asset Acquisitions	\$0		

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

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

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

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



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