

2016 Annual Report to the School Community



School Name: Doreen Primary School

School Number: 945

Name of School Principal:	Glenn Simondson _____
Name of School Council President:	Craig Williams _____
Date of Endorsement:	30 th March 2017 _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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

Doreen Primary School is a small semi-rural primary school set amongst farmland located in Melbourne's northern green wedge. Its location is nearby the Northern Growth Corridor, currently experiencing massive influxes of population.

Doreen Primary School is now drawing students from both rural and outer suburban settings. It is seen as an alternative to the many government and private schools in its vicinity, as its enrolments distinguish it as a small school in comparison to its neighbours. (It is however the largest it has been in its 150 year history)

Geographically, it is surrounded by both independent and government schools that actively compete for enrolments, so it must provide an educational setting that is acknowledged as effective in all areas. Logistically, parents must take an active role in getting children to and from school, as there is no public transport system or footpath to the school, and most travel 2-3km to school. Coupled with this is the fact that there is no before and after school care program, although an unofficial agreement on pick-up or drop-off times is in practice.

In the last decade, the school's enrolments have more than doubled, and the school has been successful in obtaining an enrolment ceiling of 150 students. In 2016 the enrolment was 158. General consensus in the school community is that enrolments should be kept as low as possible.

Enrolments in 2016 meant continued challenges in managing change; re-writing programs and policies as per the school's strategic Plan; developing quality, engaging and effective facilities; attracting quality staff - and then being able to provide professional development for them; increased playground issues; and parking provision. In 2017 and onwards enrolments will plateau, and balancing the small school culture with the logistics of working with larger groups will be an unofficial goal. Previously the whole school went on excursion, now grades are going alone and the traditional excursions such as the whole school trip into the city at Christmas time and The Great Doreen Bike Ride are becoming logistically challenging feats.

Children are often enrolled at Doreen as parents are concerned about their child being lost in a large school system, and the school has been most successful in working with children who have experienced this in other schools before transferring to Doreen. The culture of a smaller extended family atmosphere is imperative. It is an important and underlying focus of the school that all staff get to know all children, and usually by the time a student leaves, staff will have got to know the child, their parents, and in many cases their grandparents. Children feel they belong at Doreen, and they are known. These are just two of the factors we believe increases their engagement, and ultimately their success.

Doreen is also a school that spends more time trying to provide quality experiences, rather than talking about them. Specialist classes are offered in Italian, Phys.Ed., Art, Music and Library. All students take part in Swimming programs, Jets Gymnastics, Life Education and Bike Education, which culminates in "The Great Doreen Bike Ride". There is also

a Family Life Program run for grades 5&6. A camping Program begins in grade 3 includes all 3-6 children, and over four years takes the children to four places spread over Victoria. There is also a P-2 Sleep over.

Junior School Council develops leadership skills, and Student Welfare Programs which involve community projects are available. The Junior School Council (which involves all children) often takes on Social Justice Issues. They support a little boy in Cambodia, and in 2016 helped with the provision of a Library in an orphanage in Papua New Guinea.

The Arts are well represented. The school has several rock bands, choirs and drumming groups. These are run by the music teacher along with music tutors. The visual arts program is run by a teacher who is a practicing artist, and along with an engaging and varied program, involves several visiting artists over the school year. The program has resulted in several school based art installations, and has extended into the ICT area with a Film Making project being run each year. In 2012 a section of our first film was judged best Primary School entry in Australia (ACMI Screen IT Awards), and in 2013 our entry came second. We won again in 2014 and were runners up in 2015. 2016 saw the schools entry make the final 5 in Australia again. These Film making projects are continuing, developing new skills and mediums each year. An entry in the Game section in 2015 took all by storm and as well as winning featured on television programs. In 2016 the school's Game entry was a finalist and received an honourable mention.

Facilities over the last 4 years have been both extended and upgraded. In 2016 a school Masterplan group was formed, and a Masterplan formulated. Both DET CARS money and Locally Raised funding will go towards infrastructure projects, the major one being the installation of synthetic turf on the school "oval".



In 2016 the focus for the Strategic Plan was to finalise the development of the school's Integrated Curriculum Model. This was completed with evaluation models for the upper and lower grades as well. Formally auditing this against the new Victorian Curriculum will be a future project.

Framework for Improving Student Outcomes (FISO)

In terms of DET's strategy for improving Student Outcomes, FISO, Doreen Primary has been using many of the recommended approaches, without having it documented in the same way FISO indicates. Below are indications as to where the school is working, and the indicators that staff are currently working at. Many of these approaches are not new, but with clear documentation, approaches schools take can be evaluated and developed further. For the most part, this school has been embedding many of the practices detailed below, with the last area of Implementing and monitoring being an area staff are almost clear these approaches are embedded into school practice. It will be a focus for 2017.

Evaluate and diagnose - continuum of practice (Embedding this)

School staff work together to identify factors that affect students' learning, engagement and wellbeing. Staff groups use a range of assessment approaches to understand and diagnose students' progress.

Prioritise and set goals - continuum of practice (Embedding)

School staff work together to identify the key issues for students' learning and development, and to prioritise shared areas of focus

Clear goals are determined that reflect expected progress in a defined area, and that align with school-wide improvement priorities

Develop and plan - continuum of practice (Embedding)

Staff teams use the evidence base domains to identify high impact strategies that are best suited to the defined learning and improvement goals

Staff design how to directly observe, measure and record students' progress, to assess the impact of selected strategies and approaches

Teachers invite colleagues to observe and provide feedback on their lessons

Implement and monitor - continuum of practice (Evolving)

Teachers regularly check in systematic and planned ways to see how new practices are developing, and how they are impacting student learning

Schools allow time for teachers to discuss their findings and how they could be used

Staff determine what they will do differently, how they will implement changes, for future teaching and learning cycles

Achievement

In 2016, Doreen Primary School was in the second year of its 2015-18 Strategic Plan. The plan is over a four year time span, and focused on two main areas. The first two years of the plan has seen the school focus on the Integrated Curriculum Model at the school. In 2015 Content and Scope and sequence charts were formulated for the whole school, and in 2016 evaluation methods and formats were developed and finalized. The two year timespan also allows for changes and improvements to be applied as they are identified. The next two of the four years will look at Extension activities for students, and will aim to see activities, programs and scope and sequence charts for activities ratified, enhanced and developed.

From the data examined in this report, coupled with the school's own standardized data in SPA, it can be determined that the school is performing at very good academic levels. This was reflected in NAPLAN results and clearly points out the school is well above statewide outcomes, even in the one area (grade 5 numeracy 2016) where the results were lower than expected. As these results were lower, using this data and SPA data, the school has formulated approaches to foster improvement in these outcomes.

Staff at the school use SPA data to evaluate student and group performance, which the school does for all grade levels, and does so in November of each year. Results from SPA validate what teachers reporting in the results



following in this report. Spa data also indicated lower performance levels as those identified in the NAPLAN data, again validating the approaches being taken with that cohort.

Learning gain is an area that the school is scoring at the same level as many other schools. Students at this school score highly when compared with their peers, but their gain whilst steady, is not always as high. This is an area the school is examining to determine whether it is a problem for our school to remedy, or a problem of having high performing students.

The Strategic Plan goals of having 90% of children working at or above expected levels has been achieved..

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Victorian Early Years Learning and Development Framework | <input checked="" type="checkbox"/> AusVELS | <input type="checkbox"/> Victorian Curriculum | <input type="checkbox"/> A Combination of these |
|---|---|---|---|

Engagement

As mentioned in both our Student Engagement Policy and our Strategic Plan the importance of student engagement and how we foster and develop this is a major goal of this school. Creating a Positive atmosphere in the school by; listening to student voice is encouraged via Junior School Council; using Restorative Justice techniques when dealing with conflict; having clear and effective school rules that have student input; fostering an atmosphere of always doing your best is what we all aim for and we can be proud of that; and always celebrating success, achievement and positive behavior publically. Parents are encouraged to raise concerns appropriately, and are regularly asked for their feedback on our performance as the school runs its own surveys as well as the DEECD Parent Opinion Survey.

Students are all surveyed, across grade levels 3 to 6 in regards their attitude to school. This gives us a wider range of data, which we analyze for any trends or issues. It has always been positive data. In 2015 we began using the DEECD Attitudes to School Survey for grades 5&6 for the first time, as it gives a wider picture of feedback without the school having to produce it. Results in 2016 were markedly higher than 2015, but this may be more due to the fact students were used to the format in relation to the easier, shorter and less repetitive survey the school runs. Results in the 5&6 area were a little inconsistent with the 3&4 area, but real insight was gained from the cohort of children who had shown lower performance in some areas. An indication that some children found it difficult to learn because of behavior of others could be some explanation of performance levels. The schools challenge is to change this, and approaches are in place to do so. Further examination of the cohort sees that there are several students in this group who have transferred in to the school with issues following them from their previous schools, another challenge to overcome.

We continued to use the Doreen Student Opinion surveys in the other grade levels, and were pleased with results. All areas show positive responses.

A pleasing aspect across all surveys was that all children said they knew what to do if they were confronted with bullying, and that they were confident in doing so.

Wellbeing

A Student Welfare program runs at school. Children who may be deemed as "at risk" socially are invited to join a group which meets weekly, and along with learning skills to get along with others, take on projects that require them to co-operate and interact positively with others. Parents are kept informed, and if needed take a role in the program. A great aspect of the 2016 program was that several children acknowledged the help the program had given them, and they felt they didn't need it anymore. They then joined the school Environmental Group, which was a large group of students who gardened and met to develop the school facilities further.

Access to student voice via the Junior School Council add to the opportunity for Student Voice to be heard. Student Leadership is developed via JSC experiences, and a program being run by the local NESST group of schools.

Transition at both K- Prep and Year 6-7 of this school are deemed to be important parts of our School Program.



Our prep transition program consists of 2 half days and one full day attendance in the year before the prep year. This ensures a positive start when students begin. Preps begin full time from day one. On Transition days, students take part in lessons, visit specialist classes and are given "buddies".

Annual questionnaires to our parent group involved in the prep transition indicated high levels of satisfaction with our program, and anecdotal statements from staff indicate the same results.

Transition into year 7 is supported on two fronts at present. Secondary colleges run transition days and visits, while on site the school arranges visits by ex- students. The Student Leadership program also supports grade six students in this area. Future programs will be based on the model used at present, with change initiated via community input from surveys and discussion. The Year 6 exit students are surveyed every other year to determine the effectiveness of Yr6-7 transition programs. Exit students and their parents are also asked to identify any areas of need our school should address to ensure a smooth and positive transition into secondary school, as well as how well our school prepared them both academically and socially.

For more detailed information regarding our school please visit our website at
www.doreenps.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:

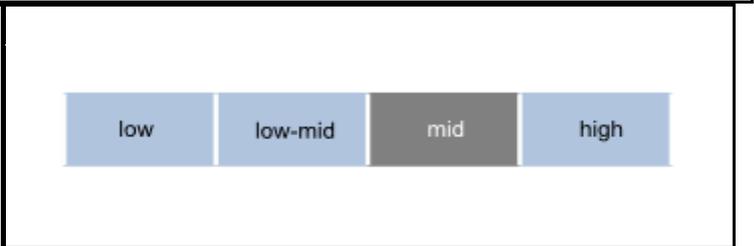
School Profile

Enrolment Profile

A total of 158 students were enrolled at this school in 2016, 77 female and 81 male. There were 3% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

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> Higher</p> <p> Higher</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> Lower</p> <p> Similar</p>



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>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>55%</td> <td>5%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>41%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>73%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>41%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	57%	14%	Numeracy	40%	55%	5%	Writing	27%	41%	32%	Spelling	14%	73%	14%	Grammar and Punctuation	27%	41%	32%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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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. 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>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1"> <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>93 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	94 %	92 %	93 %	94 %	94 %	<p style="text-align: center;"> Similar</p> <p style="text-align: center;"> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	94 %	92 %	93 %	94 %	94 %										

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>Students Attitudes to School - Connectedness to School</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 style="text-align: center;"> Similar</p> <p style="text-align: center;"> Lower</p>



<p>Students Attitudes to School - Student Perceptions of Safety</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>Lower</p>
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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).

What is a *School Comparison*?

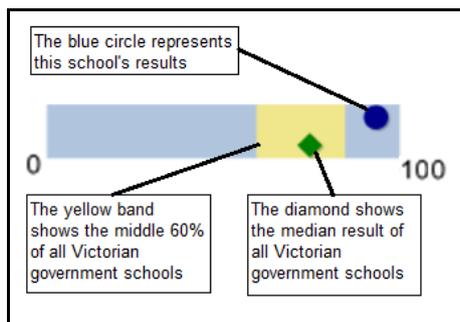
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

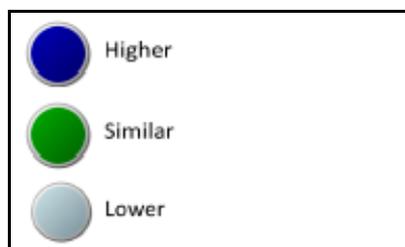
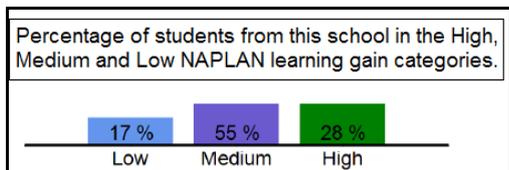
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

students' characteristics – these schools will receive targeted support to ensure that there is improvement.



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'.

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

[Please refer to pg. 13 of the 2016 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, 2016

Revenue	Actual
Student Resource Package	\$1,117,283
Government Provided DET Grants	\$154,129
Government Grants Commonwealth	\$225
Revenue Other	\$10,790
Locally Raised Funds	\$117,885
Total Operating Revenue	\$1,400,313

Expenditure	
Student Resource Package	\$1,115,995
Books & Publications	\$334
Communication Costs	\$1,656
Consumables	\$29,132
Miscellaneous Expense	\$77,336
Professional Development	\$7,834
Property and Equipment Services	\$62,053
Salaries & Allowances	\$49,931
Trading & Fundraising	\$21,174
Utilities	\$9,689

Total Operating Expenditure **\$1,375,133**

Net Operating Surplus/-Deficit **\$25,179**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$21,101
Official Account	\$1,499
Total Funds Available	\$22,600

Financial Commitments	
Operating Reserve	\$22,600
Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$1,000
Provision Accounts	\$1,100
Maintenance -Buildings/Grounds incl SMS>12 months	\$500
Total Financial Commitments	\$35,200

Program Budgets in 2017 were all approved and funded, but many did not use all of their projected funds. Along with some surplus already identified, the school was able carryover 1round \$22,000 in its investment account. There was also some funds in schools Credit account with DET, but as usual this has varied over the school year for no explainable reason, and is the subject of a principal query to DET. Possible amounts range from \$1200 to \$4800. I cannot give a prediction, as there seems to be no explanation for the changes in the Fortnightly transaction reports.

School Council identified money that was surplus to needs should be allocated to the School Masterplan's major project, the re-surfacing of the school "oval".

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.