

2019 Annual Report to The School Community



School Name: Doreen Primary School (0945)



- 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 2019 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 19 March 2020 at 01:11 PM by Glenn Simondson (Principal)

The 2019 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.

To be attested by School Council President

About Our School

School context

School Purpose and Vision

At Doreen Primary School, our aim is to provide a safe and supportive environment for the whole school community that encourages independence in social and academic situations; fosters positive risk taking; develops and nurtures resilience; provides an environment where both positive and negative consequences of actions are respected; values respect for all members of the community; fosters the notion that a student's best efforts are an achievement they should aim for and be proud of; and includes all stakeholders in decision making.

School Values (2020)

Determination - Students will develop independence and the skills needed to actively seek solutions with confidence determination and self-discipline.

Opportunity - To cater for and foster individual creativity and forward thinking so as to have the skills needed for the challenges of the future.

Respect - All members of our school community will learn to have respect for others and themselves in both their community and beyond, fostering the culture of everyone belonging and having a voice.

Resilience - Children in our school community will be encouraged to be independent and resilient in both their social interactions and when taking on academic tasks and activities.

Empathy - Students will be supported in developing tolerance, understanding and acceptance of each other's unique qualities at both a school level and in the wider community.

Excellence - students will strive to achieve their best and be proud to do so, developing a lifelong thirst for learning and an intrinsic feeling of pride in their efforts.

Nurture - This school will be a safe and supportive environment where children will learn the benefits of taking the consequences for their chosen action, both positive and negative.

About our School:

Doreen Primary School is a small semi-rural primary school set amongst farmland located in Melbourne's northern green wedge. Its location is adjacent to the Northern Growth Corridor, currently experiencing massive influxes of population. The 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. 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. In 2018 a footpath to the nearby major intersection of Yan Yean Rd. and Doctors Gully Rd. has opened up the opportunity for children to walk, ride or scooter to school. Most travel 2-3km to school.

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 2018 the enrolment was 150, down on projections, probably due to a new school opening up in the area. General consensus in the school community is that enrolments should be kept as low as possible, so as to maintain our Small School culture. 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. Children feel they belong at Doreen, and they are known. These are just two of the factors we believe increase their engagement, and ultimately their success. Lower dependence on "screens" is also an attractive feature for prospective parents.

Doreen is also a school that spends more time trying to provide quality experiences, rather than talking about them in documentation or on websites. Specialist classes are offered in Chinese, Phys.Ed. Art, Music and ICT. All students take part in swimming programs, Jets Gymnastics, Life Education and Bike Education which leads to The Great Doreen Bike Ride. There is also a Family Life Program run for grades 5&6. In 2019 the Grade 3-6 School camp was to Queenscliff, and the Prep-2 sleepover took place after the JSC Market.

Doreen Primary School students also run a Junior School Council. It aims to develop leadership skills, teamwork skills, Resilience, Role Modelling behaviours, and fosters Student Welfare Programs which involve community projects. The Junior School Council Meeting (which involves all children) often takes on Social Justice Issues. They support a little boy in Cambodia, and raise money for this. Their fundraising efforts also feed the school pet, a lizard by the name of

Fudge. The Leaders of the JSC are chosen each term after elections, and are from the grade Six students. All get a turn, each student being on the JSC for one term.

The Arts are well represented at this school. 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 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. Since 2012, when our first entry was judged best Primary School entry in the ACMI Screen IT Awards the school has consistently entered the Animated Film section of the ACMI awards, and digital animation has become part of our Curriculum. To extend the ICT program, the school entered a digital game in the ACMI years 5-8 Game making section. The Game took all by storm and as well as winning the Australia wide section, it featured on television programs. The game won again in 2017, 2018 and 2019.

Music is also a major focus at the school with Rock Bands and Choirs performing both at school and in the Community. In 2019 the musicians performed at the St Andrews Hotel in front of 140 parents, and at the "Day on the Court" in December. band members also supplied music accompaniment for grade sat the annual concert. This concert has both performances by all and Grade Six Graduation.

Facilities over the last 5 years have been both extended and upgraded. The major project for 2019 was finishing the installation of synthetic turf on the school "oval" with natural grass surrounds, retaining walls, mulch and plantings. All works were by volunteers who are experts in their field. The BER building was also painted, and the Art room had rooms set up for storage and the new kiln.

In 2019 the relationship with several Chinese Schools via The Education Training Centre of Australia continued. Children from China have been staying in our community and attending school for short periods, and in May/June of Term 2 10 Children, 2 staff and 6 parents visited Huizhou again, and formalised a sister school relationship with Huizhou Primary School No.11, Jinbang Campus. It was both exhausting and challenging, but hugely rewarding for all, and as it seems to be able to become a regular activity, the catalyst for the move from Italian to Chinese as the schools second Language. There were visits from children from our sister school in August, enhancing the relationship even more, and showing the need for our students to have Chinese Language (Mandarin) skills.

Framework for Improving Student Outcomes (FISO)

In 2019, there were 3 main focus areas which the school focussed on to work to improve or develop further. The first was in the area of Teaching and Learning and grew from the SIP program the school was involved in. Some school based Standardized testing in 2017 had shown some plateauing of Maths results in the middle school, so focussed PD and purchase of resources was used to raise the quality of programs. PD was both provided externally with outside presenters, as well as collaboration and peer observation between schools and internally. This was obviously effective, as NAPLAN and PAT testing 2019 showed real growth, and indeed the data in this report shows the same. Growth and performance in Numeracy is above expected levels.

Further development of the Whole School Extension Program was also a focus. More resources and refining of documentation continued throughout the year, and the first draft of the whole School Document is expected in term 2, 2020. A highlight has been the unsolicited view by all staff that ALL students should have access to extension activities, so success criteria must be both simply stated and differentiated for all levels of the grade. All children will then complete these tasks,

The third focus was in the area of developing and fostering a positive school culture. The existing school Values were explored, and as they had developed and grown over the past 4-5 years, some simplification was needed. Staff and Students worked on the first draft, and then School Council and the whole school community refined and developed them further. A highlight was the grade Six students running student conferences to both explain the values being presented, and to collect feedback and suggestions for changes or refinements. DOREEN was used simple Acrostic style as a base for the values, and the buy-in by the school's population was excellent. The next step in this task is to have signs with the values stated produced and displayed around the school.

Achievement

The main areas of focus in 2019 for this school, and as part of the four year Strategic Plan, was to see 80% of students achieve at least one years growth over a calendar year, and for children completing the NAPLAN to achieve two year's growth between tests. These two expectations were easily met, although the NAPLAN reading growth was a little

under 80%.

Expectations for the levels of growth across NAPLAN were that 18% would make High Growth in Reading - 2019 High Growth was 38%; 20% of students would make high growth in Writing - 2019 High Growth was 31%; and 20% of students would make High Growth in Numeracy - 2019 High Growth was 31%.

School based data in the lower years, along with NAPLAN data for year 3 have consistently shown shows high levels of achievement. Achievement across the Middle and Upper levels has also been high, but coming from such a high base, the school has often struggled to get high levels of growth. In 2019, levels of high growth have been well above expected levels, both with like schools and in the local Network. This has been an excellent result, and shows that the work done to improve pedagogy and enhance resources would appear to have paid off.

Year Planners and constant discussion at Staff Meetings about what data is showing us has helped with the growth in results, and losing sight of engagement and enjoyment of children and even staff members has always been an important component. Aspects of the HITS have been important in both the development of lessons and the purchase of resources.

Standardised testing and teacher concerns are used to help identify students who work in the Literacy Intervention Program. This program targets children who may not be progressing as expected, and works with children from Prep to grade Six for 3-5 sessions each week. It is resourced with a variety of programs, but all activities are child focussed in conjunction between the Classroom teacher and the ESO delivering the program.

Engagement

Student attendance rates across the school in 2019 were above 91% for all grade levels. This is an excellent result, and comes about by the school developing a culture about attendance. Being at school is promoted as brilliant, and awards are given with children named in newsletters for their efforts. Regular Newsletter articles about attendance occur, and if children miss school, catch up work is provided, or suggestions made for ways for children to keep up. It is also important that School is seen as a place to be. Programs, teaching approaches and engaging "hooks" by teachers mean students want to be here. They are told they were missed when they have been away. A culture of positive attendance is needed.

School Connectedness is always high in Opinion Surveys, and factors such as Junior School Council and classrooms that encourage Student Agency are contributing factors to this.

Students at Doreen Primary want to be here, and they want to be involved. They know that goals and expectations are important, and that if they do their best, they are seen as a brilliant student, and should be very proud of themselves.

Another factor in this area is that there are many programs at this school, and because of the breadth of curriculum, all students find an area that engages and draws out their curiosity.

It does not hurt that staff at this school still believe there must be some Joy in learning, and that good data should be a by product of good teaching, not the major goal for every session.

Wellbeing

In both the area of School Connectedness and Management of Bullying, this school has achieved very high results. They are above similar schools, and in the top 25% for the state. While being very happy with them, they are areas we can always keep evolving, and Student Opinion Surveys often show us areas to work on. Data in 2019 was used to address a problem that had appeared with one cohort of students, and after focus activities were done, a turn around in attitudes occurred.

Student Agency and Voice are important factors, and an engaging leadership program that includes ALL grade six children is important, as hearing children talk about "wanting to be on JSC since I was in Preps" shows the importance of the program.

Children being asked about directions the school is taking, helping to raise money for a school project, and being part of all stages of a school project create ownership and engagement. It builds self-esteem, and resilience. Students at Doreen do fail at things, and they do mistakes, but both staff and children look at this as a chance to get better and improve. They are aware that they often learn better from their mistakes, and that is okay to do so. Constant enhancement of "Your Best is Good Enough" builds self-esteem, and creates a positive School Culture.

This school also takes a pro-active response to bullying. From grade Prep, children are trained to meet "prickly" situations with a simple strategy, and this ensures that children always feel they have power to help solve their problems. The playground is then a place where children feel safe, and like they belong.

Financial performance and position

After the 2019 school year, Doreen Primary school carried over a little over \$8000 in cash, and in its SRP Credit line, carried a little over \$8000 as well. Some of this funding has carried through the accounts over the past few years, and the SRP Credit line was part of replacing staff and being reimbursed centrally.

Doreen Primary School runs Program Budgets at the school that ensure money is spent on children, programs and the school. Any money "carried over" or saved is done so to fund a specific project that requires some saving to achieve. The school has always been pro-active in funding its projects, meaning the students benefit as soon as possible. Challenges with its budget in coming years will be related to the experience of staff and the higher costs of wages, however by using a Program Budgeting system, the schools culture, programs and resourcing will always be supported.

For more detailed information regarding our school please visit our website at
<http://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 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 157 students were enrolled at this school in 2019, 75 female and 82 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 3 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </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>Above </p> <p>Above </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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>	<div style="text-align: center;"> <p>Reading</p> <p>Low Medium High</p> <p>Numeracy</p> <p>Low Medium High</p> <p>Writing</p> <p>Low Medium High</p> <p>Spelling</p> <p>Low Medium High</p> <p>Grammar and Punctuation</p> <p>Low Medium High</p> </div>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <div style="text-align: center;"> <p>Low Medium High</p> <p>Statewide Distribution of Learning Gain (all domains)</p> </div>

Performance Summary

Engagement	Student Outcomes	Similar School Comparison														
<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p>	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p>															
<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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	92 %	92 %	92 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	93 %	92 %	92 %	92 %	91 %										

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: ◆ Similar School Comparison Key: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,259,241	High Yield Investment Account	\$7,065
Government Provided DET Grants	\$187,733	Official Account	\$1,230
Government Grants Commonwealth	\$7,781	Total Funds Available	\$8,295
Revenue Other	\$5,700		
Locally Raised Funds	\$129,392		
Total Operating Revenue	\$1,589,847		
Equity¹			
Equity (Social Disadvantage)	\$8,108		
Equity Total	\$8,108		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,252,026	Operating Reserve	\$8,295
Books & Publications	\$317	Total Financial Commitments	\$8,295
Communication Costs	\$1,277		
Consumables	\$37,115		
Miscellaneous Expense ³	\$74,791		
Professional Development	\$9,304		
Property and Equipment Services	\$79,452		
Salaries & Allowances ⁴	\$101,103		
Trading & Fundraising	\$16,832		
Utilities	\$15,188		
Total Operating Expenditure	\$1,587,404		
Net Operating Surplus/-Deficit	\$2,443		
Asset Acquisitions	\$34		

- (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 26 February 2020 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.

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)

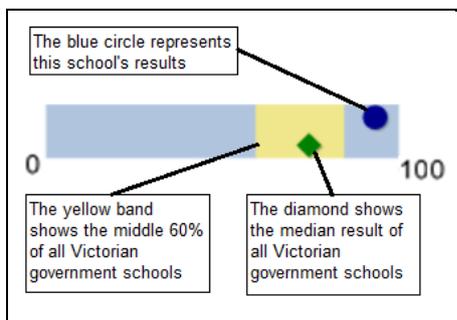
Engagement

- 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).

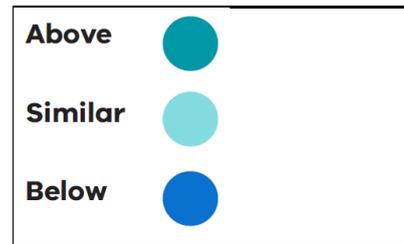


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').