

# 2022 Annual Report to the School Community

School Name: Dookie Primary School (1527)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 of the previous calendar year 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 29 March 2023 at 08:21 AM by Luke Kleinig (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 March 2023 at 12:05 PM by Peter Shields (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### 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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

'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.

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### 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 disabilities 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

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## School context

Dookie Primary School is situated between Shepparton and Benalla. The school, with its expansive grounds, looks out towards Mt Saddleback.

Dookie Primary School currently educates 13 students. These students work in two class groups as well as at times all together in a collaborative group. The junior class is from Foundation to Grade 3 whilst the senior class is made up of students from Grade 4 to Grade 6. Dookie Primary School is staffed by a Teaching Principal in an acting position, two classroom teachers, one which is full time and one which is part time, as well as an education support staff member who works part time. The school also utilises funding opportunities for visiting sports coaches, access to the MACC and MARC services to provide art instruction and library time as well as relief teachers when required.

The vision at Dookie Primary School is for high quality personalised educational experiences. The personalised aspect is to be emphasised as the school is small and in-depth individualised teaching is a priority. Dookie Primary School also wants to ensure a strong connection to the local community and supports the academic and wellbeing growth of students with that connection.

The values of Dookie Primary School include showing respect to oneself, showing respect to others and showing respect to the environment. Alongside respect the school values growth in both academics and wellbeing as well as collaboration with the community.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022 Dookie Primary School again prioritised literacy and mathematics. We aimed to link purpose with all the learning experiences. For instance linking mathematics with real world applications such as the Banquer program and ASX Schools Sharemarket game and challenging reading groups to connect their texts with their lives, other texts and their understanding of the world.

The school underwent a school review in 2022 as part of the four-year review cycle. This process not only reinforced the great work that we are doing at Dookie Primary School but also provided a chance to reflect on ways to improve. The review process allowed the school to engage formally with students and parents. The feedback that was received will be used going forwards into the next four years of work at Dookie Primary School.

This review was well timed as the school was training to utilise Professional Learning Communities (PLC). This was a great chance to focus in on particular areas of the curriculum. The area that we began concentrating on was mathematics, in particular chance and data. Going forward the PLC process will be incorporated into all areas of learning and wellbeing.

Exploring our data we saw teacher judgement overall results in English of 77.3% of students either meeting or above the standards, compared to state averages of 87% and 69.7% and 85.9% in mathematics.

The biggest contributor to the challenges in learning was attendance. Getting continuity of learning without producing gaps proved difficult with the COVID isolation requirements in 2022. There also was challenges in staffing especially with notable absences that could not be covered. Dookie Primary School has responded to these challenges with a close look at structuring classes and selecting programs suitable for the learners present.

### Wellbeing

The close connection of wellbeing and learning is something on which Dookie Primary School prides itself. The staff prioritise student wellbeing in order to ensure the effectiveness of instruction and best outcomes during the time allocated to literacy and mathematics. We acknowledge that strong wellbeing leads to improved academics, and strong academics contribute to improved

wellbeing.

In 2022, the school started training staff in the Berry Street Education Model which has been continued in 2023 with now every full-time staff member trained. This training has resulted in units of work that have been delivered on student's strengths and values as well as ensuring students are 'ready to learn' when in the classroom.

This work has been complemented with utilising the Smiling Mind mindfulness program. This program encourages student to be aware of their thinking and control their focus and attention.

Alongside these programs the school has promoted students to have a sense of ownership of Dookie Primary School. This can be seen from a sense of connectedness result of 90.5% for Dookie Primary School compared to a state average of 78.1%. This result is a strong indicator of the success that Dookie Primary School has in the wellbeing space.

We want to continue to excel in student wellbeing and have explored the need to find an ongoing assessment tool that gave the school the opportunity to monitor the progress of these programs. This has been found in 2023 and has been used by the students and staff with very positive initial results.

## Engagement

On the background of COVID, getting the wider community to engage with the school was an ongoing challenge in 2022. As mentioned prior, student attendance and lack of continuity in teaching proved difficult for staff and students alike. The average number of days absent for students at Dookie Primary School was 25.2 in 2022 which compared to the state average of 23.3 days.

Some attempts were made to engage students with Billy Cart Day in Term 4 being the most notable. The day was a success and produced the largest parent turn out of the year bar the annual presentation night/ Christmas concert. Students were also encouraged in creating clubs and lunchtime activities for each other which had varying levels of success.

The school camp was planned for earlier in the year however due to staffing constraints it was postponed until Term 4. The camp was a success and a great way to celebrate the end of the year. Other excursions included two separate visits to Quantum for STEM, a day trip to the Melbourne Garden Show hoping to inspire new life in the kitchen/garden program, as well as hockey and cross-country sporting events.

Connecting with the community came out of our school review as an area for improvement and will be a focus for Dookie Primary School in 2023.

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## Financial performance

Dookie Primary School is in a secure financial position. Alongside the student resource package the school is funded for the tutor learning program, mental health and wellbeing programs and also an Out of School Hours Care (OSHC) program. The Family and Friends Forum (FFF) fundraisers also contribute regularly to providing for a variety of student needs.

In 2022, Dookie Primary School utilised the Tutor Learning Initiative funding to employ a tutor to work alongside the two full time classroom teachers. The work of the tutor was to supplement the learning happening in the classroom.

The Schools Mental Health Menu gave Dookie Primary School the opportunity to support families seeking additional services for their students at the school.

The Out of School Hours Care grant allowed Dookie Primary School to provide an option for families to have their children cared for before and after school. This grant not only provided the service but also allowed upgrades to the school in areas that the service utilised. This program was run in conjunction with Currawa Primary School.

The Supporting Teachers at Regional and Rural Schools (STARRS) Initiative also provided the opportunity for additional professional development for Dookie Primary School staff.

For more detailed information regarding our school please visit our website at  
<https://www.dookieps.vic.edu.au/>

# 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 2.0 (FISO 2.0).

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 32 students were enrolled at this school in 2022, 15 female and 17 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).

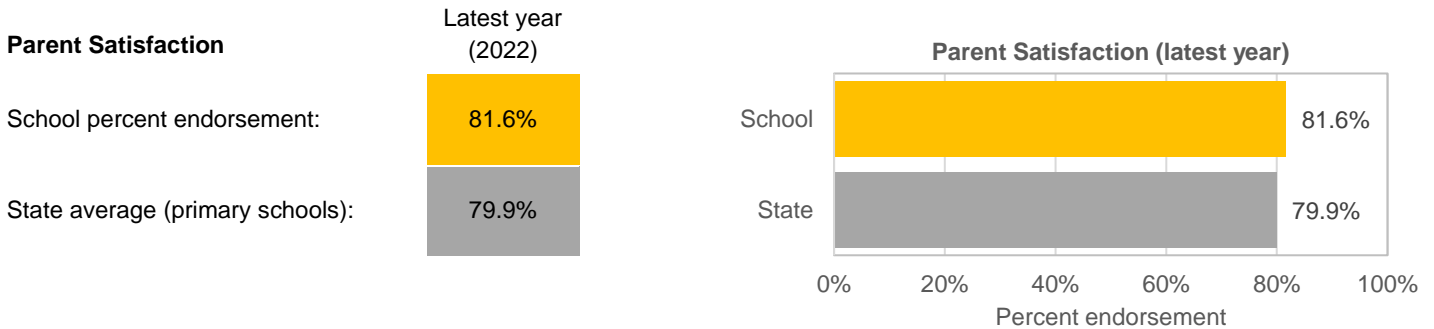
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - 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.

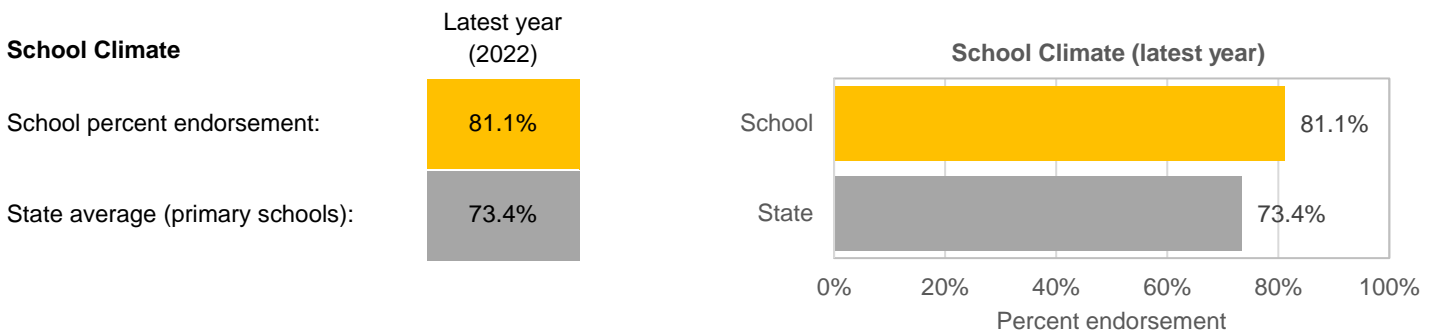


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

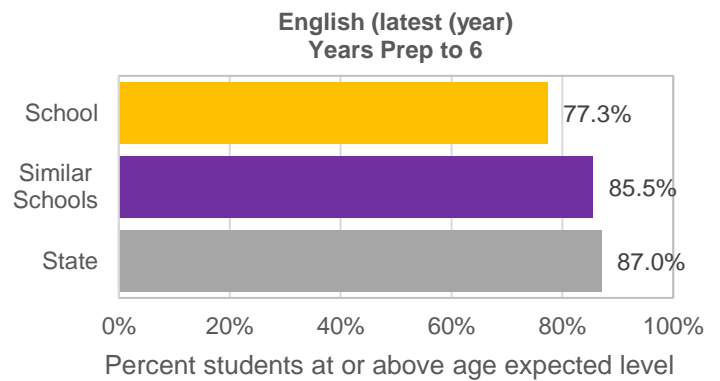
77.3%

Similar Schools average:

85.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

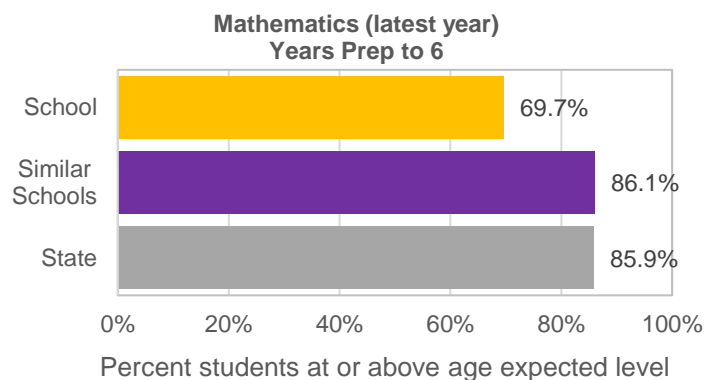
69.7%

Similar Schools average:

86.1%

State average:

85.9%





## LEARNING (continued)

**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.

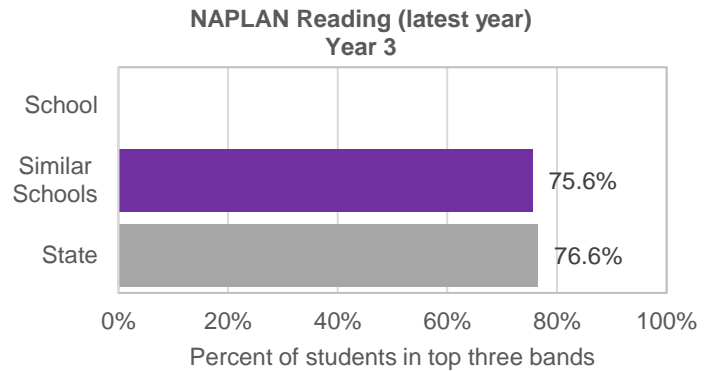
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

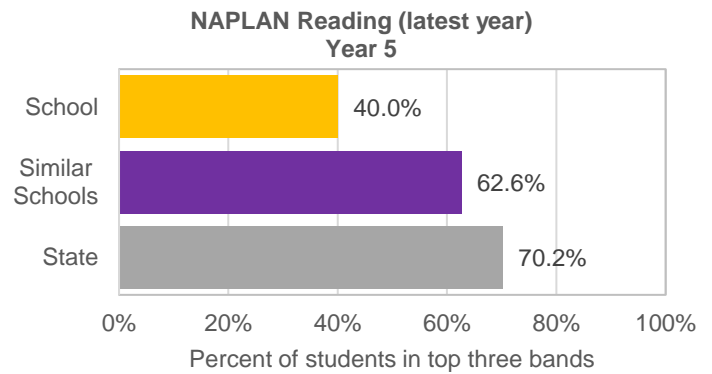
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	76.5%
Similar Schools average:	75.6%	73.6%
State average:	76.6%	76.6%



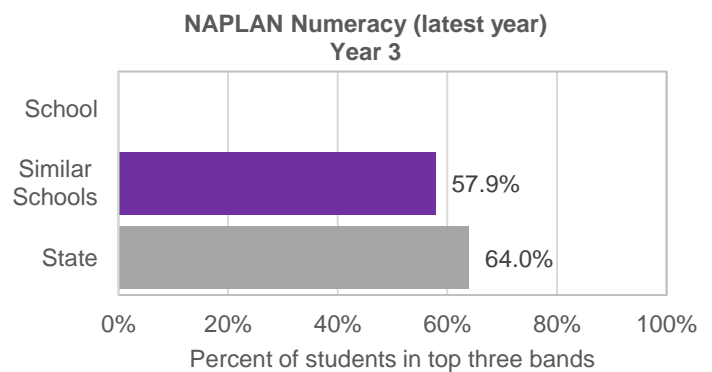
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	53.8%
Similar Schools average:	62.6%	62.8%
State average:	70.2%	69.5%



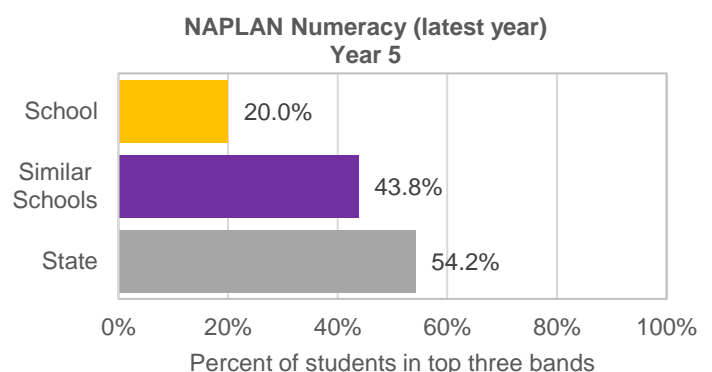
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	58.8%
Similar Schools average:	57.9%	64.7%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	20.0%	30.8%
Similar Schools average:	43.8%	49.2%
State average:	54.2%	58.8%



## WELLBEING

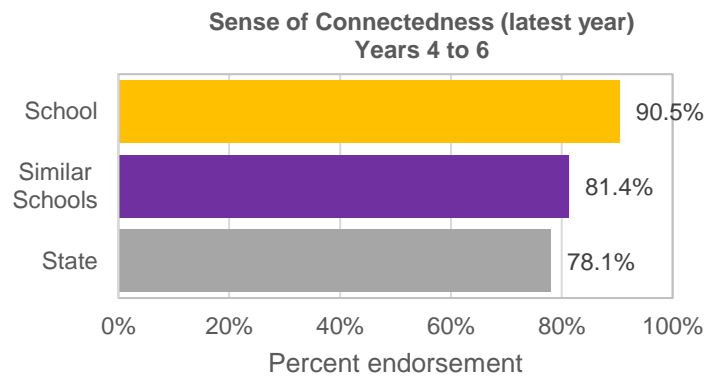
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	90.5%	89.8%
Similar Schools average:	81.4%	82.1%
State average:	78.1%	79.5%

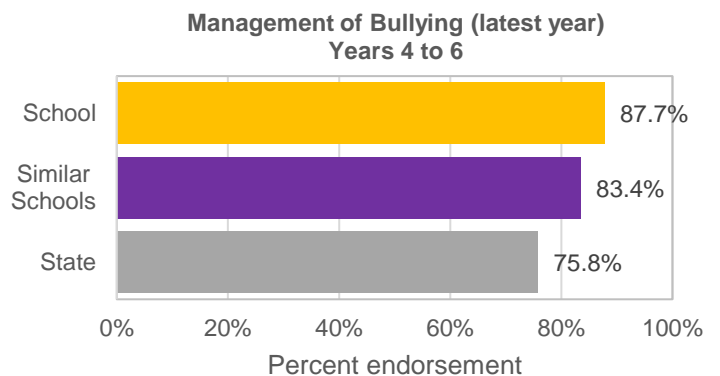


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	87.7%	85.5%
Similar Schools average:	83.4%	85.1%
State average:	75.8%	78.3%



## ENGAGEMENT

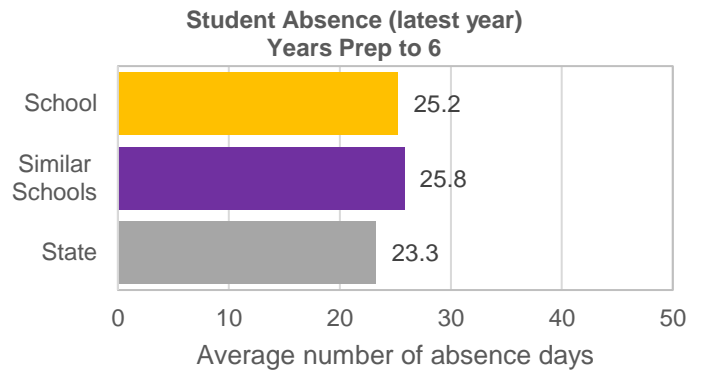
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.2	19.3
Similar Schools average:	25.8	17.6
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDP	NDP	88%	82%	92%	89%	85%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$540,604
Government Provided DET Grants	\$243,679
Government Grants Commonwealth	\$6,200
Government Grants State	\$0
Revenue Other	\$8,021
Locally Raised Funds	\$20,932
Capital Grants	\$15,194
<b>Total Operating Revenue</b>	<b>\$834,630</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$11,770
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$11,770</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$506,750
Adjustments	\$0
Books & Publications	\$102
Camps/Excursions/Activities	\$2,431
Communication Costs	\$845
Consumables	\$11,308
Miscellaneous Expense <sup>3</sup>	\$4,325
Professional Development	\$4,874
Equipment/Maintenance/Hire	\$3,796
Property Services	\$28,310
Salaries & Allowances <sup>4</sup>	\$33,425
Support Services	\$49,564
Trading & Fundraising	\$59,543
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$78
Utilities	\$2,961
<b>Total Operating Expenditure</b>	<b>\$708,311</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$111,125</b>
<b>Asset Acquisitions</b>	<b>\$24,610</b>

- (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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$374,816
Official Account	\$10,778
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$385,594</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$30,911
Other Recurrent Expenditure	\$1,669
Provision Accounts	\$0
Funds Received in Advance	\$151,800
School Based Programs	\$67,640
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,260
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$70,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$385,280</b>

*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.*