

# 2018 Annual Report to The School Community



School Name: Dromana Primary School (0184)



- 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 2018 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 24 April 2019 at 12:26 PM by Amanda McLean  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 25 April 2019 at 09:52 AM by Claire Seale (School  
Council President)



## About Our School

### School context

Dromana Primary School is a school on the Mornington Peninsula with strong ties to the local community and the environment. In 2018 the school had 40 equivalent full time staff, 1 principal and 2 assistant principals, 29 teacher staff and 17 education support staff. Our confirmed 566 students were housed in 22 classes, prep to year 6, and took part in 6 specialists classes across the year. The specialist programs offered in 2018 were Visual Arts, Performing Arts, Physical Education, Science and Aboriginal Studies, Japanese and Coding and Robotics. Students in all year levels had the opportunity to take part in special events and extra curricular activities including school camps, excursions, musical performances and community events.

As a school we value our place in the wider community with the school having strong community involvement in programs and organisations such as a Rotary, Lions Club, Dromana Secondary College and local sporting clubs, as well as local facilities and environments such as the Dromana Beach and Foreshore, McCrae Homestead, Seawinds Gardens and Arthurs Seat State Park.

#### Our Vision

Dromana Primary School's vision is for our students to be engaged, supported and involved in a safe, caring, and respectful community. We want to challenge students to be self-motivated, life-long learners so they can attain their full potential.

#### Our Mission

All staff of Dromana Primary School are here to support the academic, social and emotional development of our students to enable them to reach their full potential.

#### Our Values

Dromana Primary School's values are responsibility, respect and resilience.

We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.

We model and demonstrate kindness, and take every opportunity to help others that may be in need.

We strive for excellence, which means trying our hardest and doing our best.

### Framework for Improving Student Outcomes (FISO)

In 2018 the Framework for Improved Student Outcomes (FISO) focuses were 'Building Practice Excellence' and 'empowering students and building school pride'.

The two key improvement strategies (KIS) connected to Building practice excellence were;

- 1) Build the capacity of teacher teams to collect and use data effectively to differentiate teaching and learning.
- 2) Ensure that there is embedded consistent and best practice (HITS) around teaching and learning in every classroom across every area of the curriculum.

Our key improvement strategy (KIS) connected to Empowering students and building school pride was;

- 1) Build teacher capacity to systematically incorporate student voice and agency in school and classroom learning experiences.

The FISO improvement initiatives and key improvement strategies formed the basis for the work that was undertaken throughout 2018 inline with the annual implementation plan (AIP) and school strategic plan (SSP).

During the year Dromana Primary school introduced an inquiry model of teaching, closely aligned to the Victorian Teaching and Learning Model, to improve the capacity and strength of our teachers to deliver a curriculum for the needs of our students.





Our year level teaching teams continued to plan together to ensure consistent and best practice across year levels. During these planning meetings teams used the advice from our Professional Learning Communities (PLC's) to further support the teaching of the curriculum for the needs of our students.

We consolidated our use of whole school diagnostic testing within the whole school assessment schedule and continued the use of data to create consistency of teacher judgement and to inform teaching at point of need. We continued to strengthen our use of Compass learning tasks aligned with the school's assessment schedule, offering ongoing reporting to parents.

In 2018 we refined our teacher observation and feedback model. We developed a model to allow teachers to reflect on their ability to incorporate best practices (HITS) and student voice into their teaching and allowed others to 'watch others work' in the teaching of numeracy to promote best practice and consolidate and refine the use of the four processes model in numeracy.

### **Achievement**

Our latest NAPLAN results in Year 3 Numeracy are well above the similar schools group in the state with 88.2% of our students achieving in the top three bands are higher than schools with similar characteristics. Our Year 5 Numeracy results were comparable to similar schools, with 56.6% of our students in the top three bands compared with 55.6%. These results strongly correlate with the four year trend for both groups in-between the years of 2014-2018, which show stronger results in Year 3 than Year 5, across the 4-year average in Numeracy.

In English, our NAPLAN Reading results were similar to the state average in Year 3, at 77.9% of our students in the top three bands for Reading, compared to 76.5% of the State. Our Year 5 students were slightly below the State average of 64.9% with our students achieving 63.5%.

The Year 3, 4-year average for Literacy and Numeracy both reflected a positive shift in trend.

The Year 5, 4-year average for both Literacy and Numeracy reflectively were similar in growth compared with the state.

On the whole, these results reflect the emphasis the school places on using evidence-based practice in the classroom such as pre and post assessment, differentiation, explicit teaching models (such as the guided reading workshop model and the four-part numeracy lesson), the continuation of peer observations, mentoring and further developments in improving the implementation of school-wide English and Mathematics programs, moderation and longitudinal data tracking of student learning through the Compass Communication System.

Ongoing professional learning is focused on building teacher capacity, improving consistency across the school, restructuring assessment to allow immediate feedback and to support teacher differentiation and empowering student advocacy in line with the school's A.I.P. This will improve teaching, which will in turn improve student learning at the point of need by developing a clear ability to differentiate instruction. Our Professional Learning Communities remain committed to improving the quality of teaching and learning throughout the school by learning from each other and addressing any obstacles to school-wide improvement.

### **Engagement**

Dromana Primary School offers an engaging curriculum as well as a wide range of extra curricula activities and opportunities for students to develop the whole child.

Student participation builds positive relationships and connectedness and academic achievement. The student 'Attitude to School Survey' administered to Years 4, 5 and 6 students indicates a sense of connectedness at similar to schools like DPS and higher than the State median. All areas were in the fourth quartile indicating positive responses (agree to strongly agree).

A school focus was put in place in regards to improving student voice and agency. This involved examples such



as having children organise lunchtime clubs, School Captains running assemblies and school tours. 2018 has seen the continuation of the whole-school 'Connection' program. During this year, instead of teacher selected activities, children suggested the activities they prefer teachers to offer. Children then self-selected the activity they'd prefer to participate in each week.

The school curriculum is enriched by our co-curricula program. Students actively engage in Performing Arts, physical education, visual arts, science and Aboriginal studies programs, coding and robotics, Japanese and the Reading Centre. We value breadth of curriculum to engage and meet the individual needs and interests of our students.

The school values and acknowledges its position in the Dromana community and through activities such as participation in Australia Day celebrations, Anzac Day, Remembrance Day, P&F Fete, camps and excursions and via student community performances we seek to continually build and strengthen our relationships. A highlight in 2018 was certainly our Maths Open morning where we invited our parents / grandparents into a morning dedicated to our numeracy sessions. Parents and Grandparents were given a presentation on the DPS four part lesson structure held in the Keith Allan Hall before heading off to visit numeracy in action across the school. With over 200 visitors, it was a great success and a great way to share our approach of the teaching of numeracy with our community.

Where students see real life connections to their learning, engagement is increased. Our programs and teachers aim to make these connections through units of inquiry in our core curriculum and other opportunities that arise. 'The Hands on Learning' program evolved in to the setting-up of a play based learning area named 'The Shack', which is based beside the Sensory Garden. This area is open to any children to play during recess and lunchtime. Children have enjoyed creating activities for peers to play with.

Student leadership and voice was important in 2018, this has continued to be developed through formal structures such as School Captains, House Captains and Vice-Captains, Class Captains, Environmental Captains and Bus and Bike Captains. They work together as a Junior School Council along with class captains. This Council of students initiated class and whole school activities throughout the year.

## Wellbeing

In 2018 we began the introduction of School Wide Positive Behaviours Support (SWPBS) in collaboration with SWPBS learning coach, Anthony King. SWPBS at will provide structure and a tiered approach for the work already being undertaken within the school under the school values of Respect, Responsibility and Resilience.

Staff undertook professional learning in trauma informed practice and began the implementation of the 'Zones of Regulation' to support students in regulating their emotions.

Students and their families continued to be supported by a range of additional internal and external programs including the school wellbeing team, school Counsellor (Carli Gibson), Brave Kids program, Positive Minds, Drumbeat, Life Skills (grade 5 & 6 students), Blueearth and Zones of Regulation Lessons.

Students' connections to school continued to be strengthened by the additional program and learning opportunities of offer.

These included;

- Specialist programs including the Science/Aboriginal Studies at the Boat Shed
- Japanese extension program including Japan Trip with Red Hill Consolidated
- School Camping Program
- Excursions
- Interschool Sports
- Connection Hour
- School Musical
- Instrumental concerts





The transition program at Dromana Primary School aims to provide a smooth, cohesive and sequential transition between year levels from pre-school to year 6 as well as year 7. In 2018, the Preschool to Prep transition program included regular pre-school visits from term 2 and information sessions throughout the year. Rosebud and Dromana Secondary Colleges offered our year six students opportunities to visit and become familiar with their settings from as early term 1, culminating in the state wide transition day in early December. In 2018, our year level transition program was refined to include more opportunities for students to 'step up' to their next year level, become familiar with a new environment and possibly meet their teachers for the following year.

#### **Financial performance and position**

Our financial position as of 31 December was a surplus of \$155,000. In 2018 we were able to continue providing high quality programs and resources for our students. After the facilities upgrades of 2017, 2018 was a year of consolidation of staff and programs to support teaching and learning. The equity funding of \$160,000 supported additional educational support staff including school counselor and our learning intervention programs.

**For more detailed information regarding our school please visit our website at**  
<https://www.dromanaps.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

#### Enrolment Profile

A total of 566 students were enrolled at this school in 2018, 275 female and 291 male.

1 percent were EAL (English as an Additional Language) students and 3 percent 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

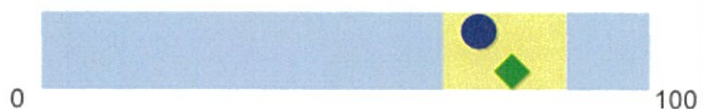
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).




Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

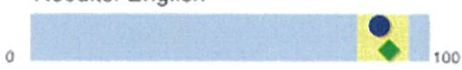
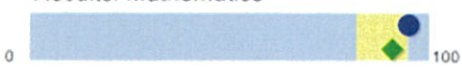








## Performance Summary



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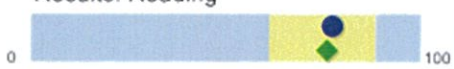
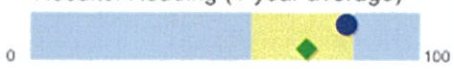














Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Higher</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><b>NAPLAN Year 3</b></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> Higher</p> <p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></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> Lower</p>






## Performance Summary


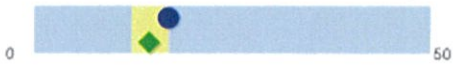


Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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><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>53 %</td><td>18 %</td></tr><tr><td>Numeracy</td><td>42 %</td><td>54 %</td><td>4 %</td></tr><tr><td>Writing</td><td>39 %</td><td>39 %</td><td>23 %</td></tr><tr><td>Spelling</td><td>40 %</td><td>46 %</td><td>14 %</td></tr><tr><td>Grammar and Punctuation</td><td>32 %</td><td>53 %</td><td>15 %</td></tr></tbody></table>	Domain	Low	Medium	High	Reading	29 %	53 %	18 %	Numeracy	42 %	54 %	4 %	Writing	39 %	39 %	23 %	Spelling	40 %	46 %	14 %	Grammar and Punctuation	32 %	53 %	15 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29 %	53 %	18 %																							
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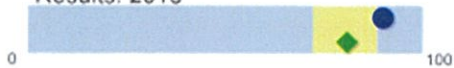
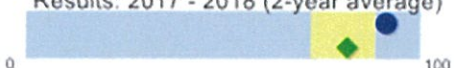






Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> 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 2018 attendance rate by year level:</p>	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>90 %</td><td>91 %</td><td>92 %</td><td>92 %</td><td>90 %</td><td>91 %</td><td>90 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	92 %	92 %	90 %	91 %	90 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	92 %	92 %	90 %	91 %	90 %										





## 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><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Higher</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Similar</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, 2018

Revenue	Actual
Student Resource Package	\$4,095,561
Government Provided DET Grants	\$655,686
Revenue Other	\$33,127
Locally Raised Funds	\$416,915
<b>Total Operating Revenue</b>	<b>\$5,201,289</b>

### Equity<sup>1</sup>

Equity (Social Disadvantage)	\$160,749
<b>Equity Total</b>	<b>\$160,749</b>

### Expenditure

Student Resource Package <sup>2</sup>	\$3,940,527
Books & Publications	\$8,437
Communication Costs	\$6,647
Consumables	\$197,867
Miscellaneous Expense <sup>3</sup>	\$239,626
Professional Development	\$26,545
Property and Equipment Services	\$358,467
Salaries & Allowances <sup>4</sup>	\$257,175
Trading & Fundraising	\$28,463
Travel & Subsistence	\$58
Utilities	\$40,767
<b>Total Operating Expenditure</b>	<b>\$5,104,577</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$96,712</b>
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<b>Asset Acquisitions</b>	<b>\$83,147</b>
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### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$446
Official Account	\$23,504
Other Accounts	\$131,540
<b>Total Funds Available</b>	<b>\$155,489</b>

### Financial Commitments

Operating Reserve	\$155,489
Other Recurrent Expenditure	\$25,833
School Based Programs	\$12,000
<b>Total Financial Commitments</b>	<b>\$193,322</b>

(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 15 March 2019 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)

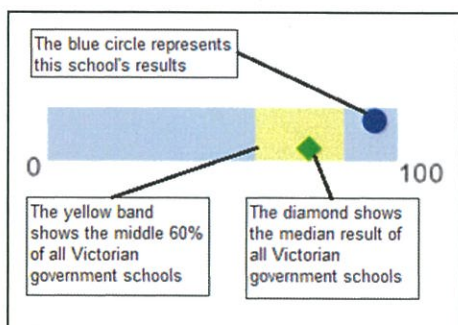
### Engagement

- 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 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*' 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').

