

2023 Annual Report to the School Community

School Name: Dimboola Primary School (1372)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 21 March 2024 at 05:08 PM by Greg Sampson (Principal)

- This 2023 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 25 March 2024 at 05:06 PM by Jenny Hauselberger (School Council President)

How to read the Annual Report

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.

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Dimboola Primary School is in the Wimmera region of Victoria. Its closest major town is Horsham which is approximately 25-minute drive. The school has been located on its current site since the 1870s. In 2023, we had a student population of 93 children with five classrooms. Five generalist classroom teachers, three specialist staff (languages, health/physical education and art/science), a learning specialist and a principal made up the teaching staff. We had one education support staff working in the classroom and two people working in the administration area of the school - 0.4 and 0.6.

Our school's values were revamped in 2023 with the values making the acronym HEART - Honesty, Encouragement, Appreciation, Respect and Teamwork. These values are recognised at assembly with certificates awarded to students.

Progress towards strategic goals, student outcomes and student engagement

Learning

All teaching staff have been trained in Soundwrite and learning about the Science of Reading. Learning has been based around developing an understanding of the sounds made by letters (phonics), phonological awareness, oral language, comprehension, fluency and vocabulary. Teaching staff used an assessment program called DIBELS (Dynamic Indicators of Basic Early Literacy Skills). DIBELS allowed teachers to have greater understanding of where students were at in their literacy skills. This assessed children on the phonics, phonological awareness, oral reading fluency, and their comprehension skills. Through this staff were able to have collective responsibility for student learning and easily identified students requiring intensive small group or individual support. Our writing model is VCOP. Our teaching model involves explicit direct instruction. Our work in teaching using a TAPPLE approach is becoming embedded (TAPPLE stands for Teach First, Ask Questions, Pair Share, Pick non-volunteers, Listen to answers and provide Explicit feedback).

In Mathematics students continued to learn through the Essential Assessments program with teachers testing students for prior knowledge before embarking on a three-week program specifically related to a core concept. Following the teaching, students were assessed in their levels of knowledge and growth. Students in grade five requiring further support were identified using PAT Online assessment as well as an analysis of their automatic recall of number facts. Seven students participated in QuickSmart - a small group tuition provided for a minimum of three times per week, 30 minutes per session.

All teachers are following the literacy instructional model in their classroom. During Professional Learning Communities we are building our knowledge on the "Big 6" of reading (Oral Language, Phonics, Phonological Awareness, Fluency, Vocabulary and Comprehension). Teachers are using engagement norms that check for understanding in their classroom including Pronounce With Me, Track With Me, Read With Me, Gesture With Me, Pair-Share (we call this turn and talk), Attention Signals, Mini Whiteboards and speaking in Complete Sentences.

Classroom observations occurred in 2023. The objective of this is to gain greater teacher consistency of practice between one classroom and another. The mode of evidenced based instruction has practice implications for student learning growth.

Results from NAPLAN were lower than in previous years. Just over half of the students were assessed as being in the strong or exceeding category for reading. (58% of year 3s and 58% of Year 5s). While we would like this percentage to be higher we are mindful that with a small number of children particularly in year three, one or two students can have an enormous impact on the overall percentages.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) progress monitoring data was positive. This allowed the school to be responsive to students requiring intensive support through the Tutor Learning Intervention program. This measuring tool is valuable allows us to be highly responsive to student learning needs.

The Success indicators for NAPLAN Numeracy were encouraging, with 75% of Grade 3 students being assessed in the exceeding or strong category.

In Grade 5 NAPLAN, 53% were assessed as exceeding or strong in Numeracy. This result showed a greater need to embed basic skills in addition, subtraction, multiplication and division and use this as a foundation to apply number.

Student performance at the end of year using teacher judgement scores from reports indicated that 57% of our students are at or above expected standards in numeracy. To address this, we will be providing daily reviews in revising core skills. We will also be organising core maths groups in the upper primary years to address student learning needs.

Wellbeing

In 2023, all staff participated in the Berry Street approach to student well-being which took into consideration the need for brain breaks during learning, opportunities for students to participate in mindfulness activities along with energising activities. Staff considered student's readiness for learning and provided support to get students on track with their learning. Student attitudes to school surveys indicated a drop in students' sense of connectedness to school. The student responses were a representation of the feelings of students in year four to six. This has given staff food for thought and the need to reflect on answers to these questions: In what ways do we help students to develop positive relationships? How do we connect with students to incorporate opportunities for them to share their personal experiences, interests, and concerns? How do we work with students and their families to create a sense of personal belonging and connectedness to the school? This work will be continued in 2024 and beyond. We hope to return students to previous high levels of engagement with the school.

Engagement

Our student attendance rates were better than the state and like schools. This was highly pleasing and confirmation on the work that we put into recognising student attendance at assembly and classes with the best attendance each week. Teachers worked in a dedicated manner in providing opportunities for student voice and similarly student goal setting. The curriculum has been tailored to meet the needs of individual students. Junior school council and Parent's Club work on providing opportunities for high levels of engagement. Staff completed their third and fourth day of training in Berry Street. The parent's club has worked collaboratively to raise funds for the school whilst also providing a pathway for communication. The school has provided breakfast club to all students to ensure that they have full stomachs prior to engaging in learning. We continued to strive to engage with families through activities such as welcome barbecues, the outdoor movie, colour runs and a range of other events. Communication occurs through a weekly newsletter, via Facebook and through the UeducateUs platform.

Other highlights from the school year

In 2023 students attended camps to Melbourne in Year 5/6 and Cave Hill Creek in Raglan near Beaufort. Significant work was done in trying to reduce the cost of camps by internal fundraising, however the cost of camps continues to be an obstacle. Fundraising activities included a rollathon where students cycled, skated or scooted their way to raising funds for the school. Thanks in particular to the work of the teachers in organising this event. The school colour run at the end of the year is always a highlight with plenty of fun occurring - thanks to the parent's club for running this day. We were pleased to receive \$1000 in sponsorship from Nutrient Ag to support our teaching and learning programs.

Financial performance

The financial position of the school is positive. A large portion of our revenue came from Government Funding based on student enrolments. For each enrolment, the school receives a sum of money. For example; a Prep student who enrolls within our school results in \$9420 funding from the Department of Education. This is deposited into our account. Therefore the larger the student population, the larger the student resource package. Conversely, the smaller the enrolment numbers the smaller the student resource package. With enrolment numbers falling through natural attrition, now more than ever it is vital to be strategic in budgeting. Additionally we raised approximately \$52 000 in locally raised funds through voluntary parent contributions, the outdoor movie, a \$1000 donation from Nutrient Ag. and parent's club fundraising activities. We spent \$31 900 on curriculum consumables for the classrooms. This shows how important voluntary contributions and fundraising efforts are to remain in surplus in our accounts. The funds available at the end of the year were \$174,152 comprising \$141,231 in the high yield investment account, \$31,481 in the official account and \$1,439 in other accounts. Equity funding was used to provide additional support to student learning, tailoring intervention to meet the needs of students through programs such as a repeating the soundwrite program and Quicksmart Numeracy intervention. Support was provided both in small groups and individual intervention.

For more detailed information regarding our school please visit our website at
<https://www.dimboolaps.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 93 students were enrolled at this school in 2023, 48 female and 45 male.

NDP percent of students had English as an additional language and 9 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).

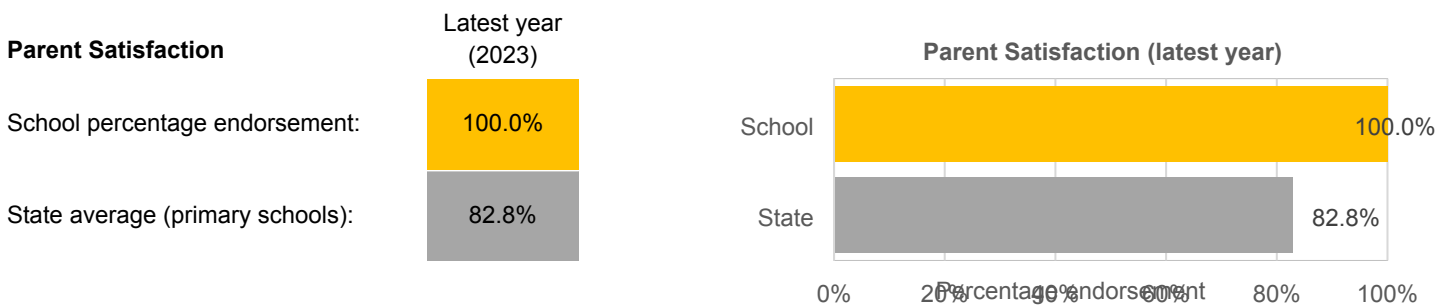
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

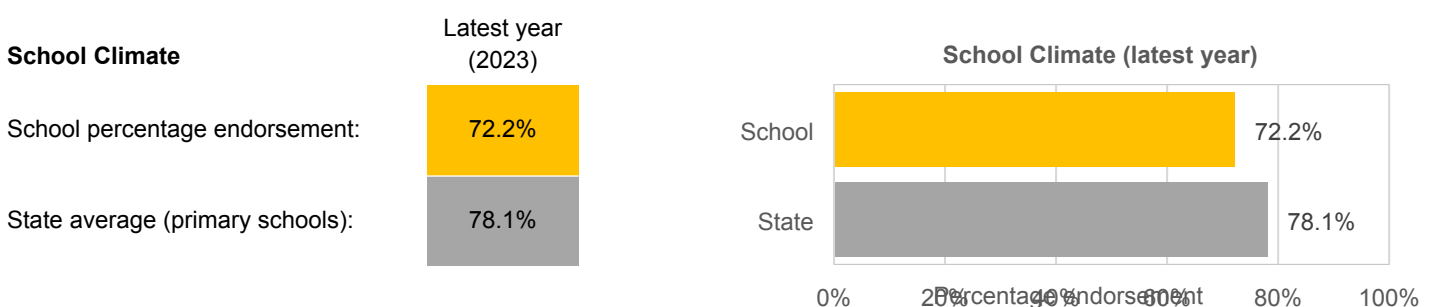


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

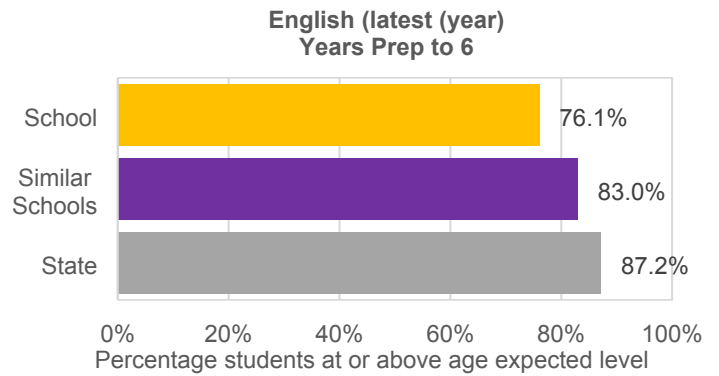
76.1%

Similar Schools average:

83.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

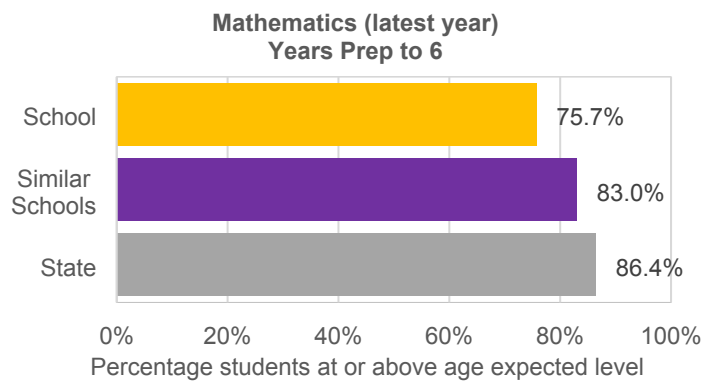
75.7%

Similar Schools average:

83.0%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.3%

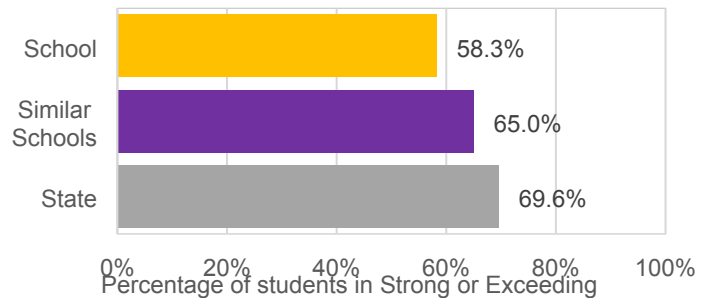
Similar Schools average:

65.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.9%

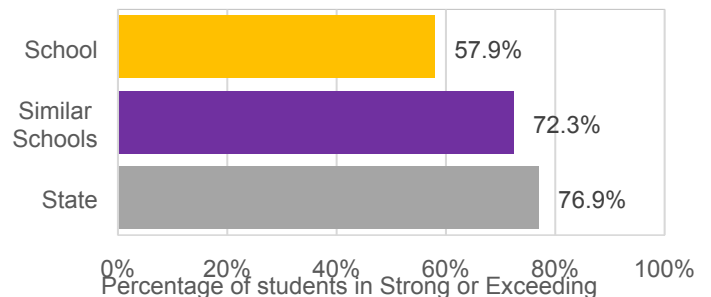
Similar Schools average:

72.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

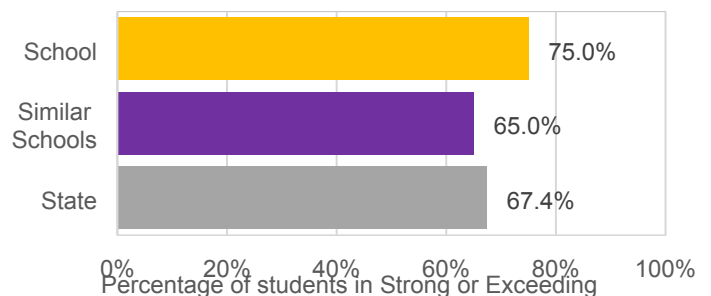
Similar Schools average:

65.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

52.6%

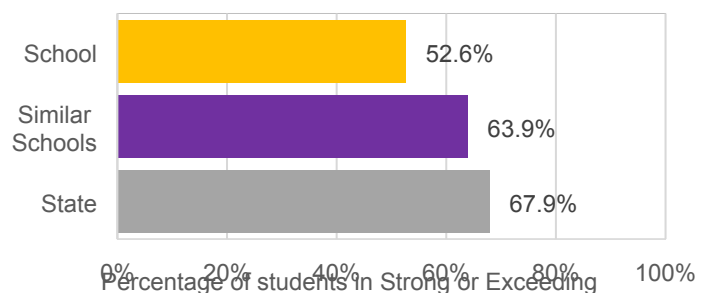
Similar Schools average:

63.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

85.7%

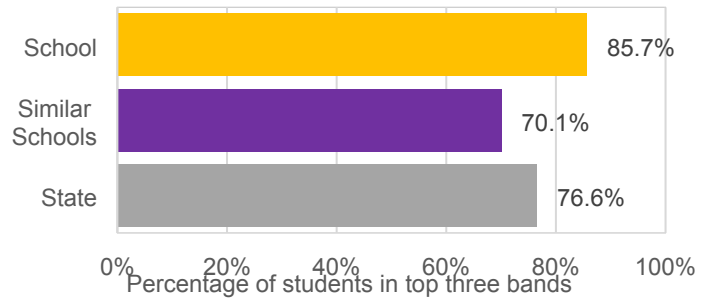
Similar Schools average:

70.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

53.3%

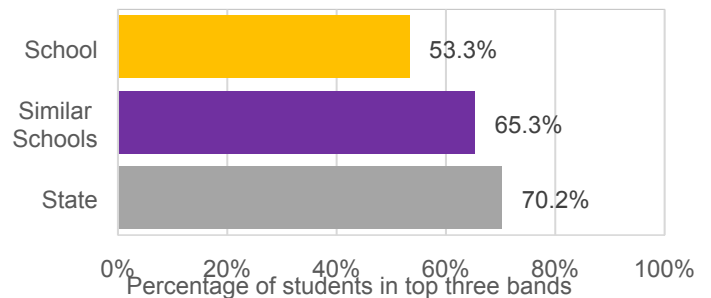
Similar Schools average:

65.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

57.1%

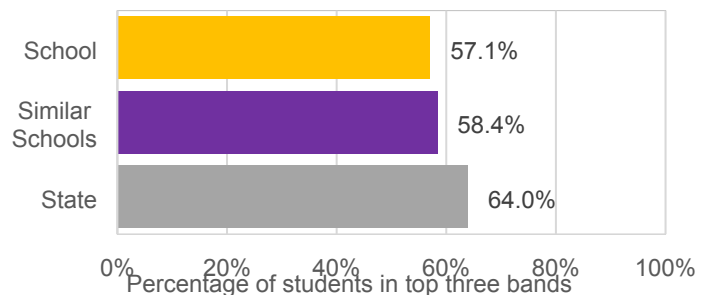
Similar Schools average:

58.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

53.3%

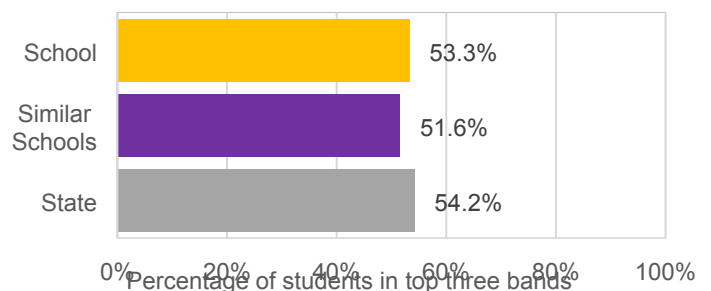
Similar Schools average:

51.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

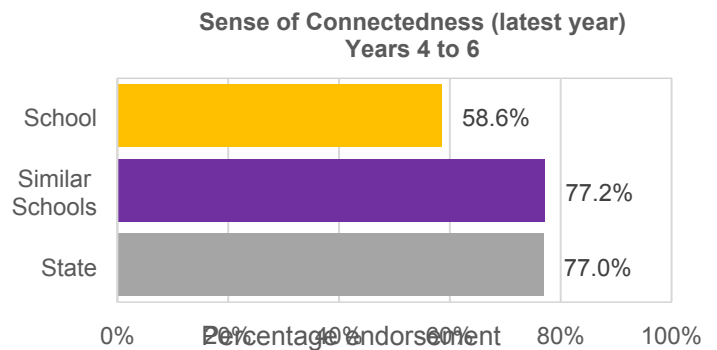
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	58.6%	72.1%
Similar Schools average:	77.2%	79.7%
State average:	77.0%	78.5%

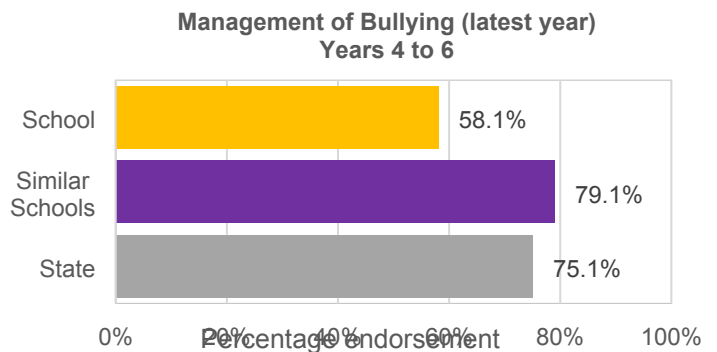


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	58.1%	75.0%
Similar Schools average:	79.1%	80.7%
State average:	75.1%	76.9%



ENGAGEMENT

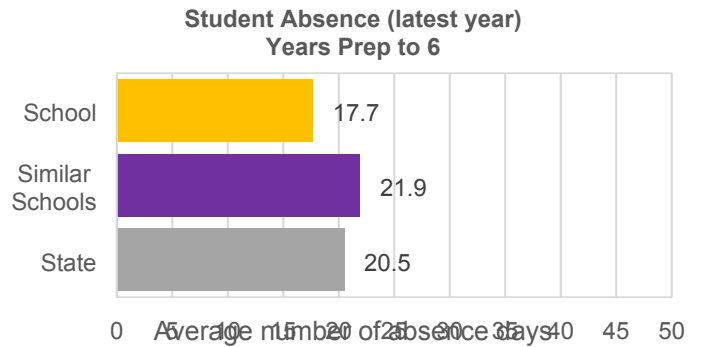
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	17.7	18.3
Similar Schools average:	21.9	19.7
State average:	20.5	18.1



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 (2023):	91%	92%	92%	89%	91%	92%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,134,485
Government Provided DET Grants	\$249,589
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$9,212
Locally Raised Funds	\$52,374
Capital Grants	\$0
Total Operating Revenue	\$1,445,661

Equity ¹	Actual
Equity (Social Disadvantage)	\$74,975
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$74,975

Expenditure	Actual
Student Resource Package ²	\$1,134,750
Adjustments	\$0
Books & Publications	\$1,927
Camps/Excursions/Activities	\$31,597
Communication Costs	\$4,055
Consumables	\$31,970
Miscellaneous Expense ³	\$4,088
Professional Development	\$5,460
Equipment/Maintenance/Hire	\$22,429
Property Services	\$57,064
Salaries & Allowances ⁴	\$76,187
Support Services	\$0
Trading & Fundraising	\$10,929
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$14,626
Total Operating Expenditure	\$1,395,082
Net Operating Surplus/-Deficit	\$50,578
Asset Acquisitions	\$6,173

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$141,231
Official Account	\$31,481
Other Accounts	\$1,439
Total Funds Available	\$174,152

Financial Commitments	Actual
Operating Reserve	\$41,300
Other Recurrent Expenditure	\$4,911
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$7,243
Beneficiary/Memorial Accounts	\$1,439
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$39,849
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$94,742

All funds received from the Department of Education, 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.