

2019 Annual Report to The School Community



School Name: Drysdale Primary School (1645)



- 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 14 October 2020 at 03:07 PM by Philip Dunlop-Moore (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.

Attested on 29 October 2020 at 07:23 PM by Scott Pearson (School Council President)

About Our School

School context

Drysdale Primary School's vision is to be a fully inclusive school providing the highest quality of education for each one of its students in their academic learning, their personal development and the development of their skills in Indonesian, visual art, music, performing arts and sport. Drysdale Primary School is a fully inclusive school promoting the safety of all students including those with a disability as well as the cultural safety of all students particularly those who are vulnerable due to an Indigenous, cultural or linguistic background. To support our achievement of our vision we have selected five core values: Resilience, Acceptance, Integrity, Success and Enjoyment (RAISE).

Drysdale Primary School is located in the regional town of Drysdale at the heart of the Bellarine Peninsula. The school's population is well represented by families from each socio-economic quartile. This brings the school social diversity. Although many of the families identify with an overseas heritage within the last two generations, very few communicate in a language other than English.

In 2019 the school educated 504 students in 22 single age classes averaging 23 children per class which is well below the state's recommendation of 26 per class. The classroom teachers are supported by four specialist teachers who run programs in Indonesian, visual art, performing arts and physical education. The school's inclusion program supporting children with additional needs is central to our values and the fulfillment of our vision. We have a team of ten education support staff and one teacher who work in this program. They are led by one of the school's Assistant Principals. In total including the principal team and the administration staff there is a total teaching staff of 33 who worked a combined full time equivalent of 29.7 plus a total education support staff of 14 working a combined full time equivalent of 9.95.

Throughout the school there is a very strong focus on the quality of learning and teaching using an approach of personalized learning and explicit teaching. We believe that well rounded learners also need to be taught social and personal development and given every opportunity to pursue their individual talents. In 2019 we continued to implement the Kids Matter framework and provide opportunities for individuals to pursue their individual interests such as learning to play a musical instrument, becoming involved in local drama productions or excelling in sport. We also introduced the School Wide Positive Behaviour Program to increase the consistency of our management of student behaviour.

Framework for Improving Student Outcomes (FISO)

During 2019 we continued to implement the strategic plan written in 2017 covering the period through to 2021. The majority of our work came under the FISO headings of "Positive Climate for Learning" and "Community engagement in learning". For the first of these we introduced the School Wide Positive Behaviour Program (SWPBS) to supplement our existing Kids Matter framework. Linked to the continuing implementation of our core values (RAISE), this made a significant improvement to the climate for learning and the children's engagement with the curriculum. The survey outcomes included with this report were completed too early in the year (May) to reflect these improvements.

Towards the end of the year we launched a new approach to our electronic communication with our parent community (FlexiBuzz). These were positively received and resulted in an increased attendance by families at the twice yearly Student Led Conferences when the children share their learning successes.

Within a different Key Improvement Strategy: "to build children's and parents' capacity to be agents of the students' learning" we have been researching ways to increase the students' capacity to be agents of their own learning. We had a particular interest in identifying ways to improve the ownership of learning felt by more able girls in the upper part of the school as other internal research had identified this specific group as feeling less confident compared to their peers. As a result we have adopted new approaches to aspects of our teaching that are being implemented in 2020.

The third FISO heading within our strategic plan, "Excellence in Teaching and Learning", is linked to our Key Improvement Strategy to "develop, document and implement consistent whole school approaches." We appointed a Mathematics Learning Specialist who started in term 1 to complement the work already underway led by our Literacy Learning Specialist. Together they have led work to develop a consistent instructional model for the teaching of English and mathematics. We also continued to embed our inquiry learning based on the model developed by Kath Murdoch and E5.

Achievement

We have set ourselves ambitious goals to be reached at the end of our current four year strategic plan cycle in 2021. At the end of the second year of our work towards the achievement of these goals we have clearly made progress but recognize that there is more work to do to have made these transformations across all the targeted areas.

Our main successes have been in creating a much stronger climate for learning that provides a robust framework on which our learning programs can thrive. Lifting the consistency with which our instructional models are used in each and every classroom will complement the work done on our learning climate and see a rise in academic outcomes as we move through the second half of our strategic plan cycle. In 2019 our internal assessments across the whole school placed us within the middle 60% of all Victorian Government Primary Schools and slightly ahead of the median in Reading and Mathematics. In comparison to similar school our results were similar to results in these schools in Reading and higher in Mathematics. In NAPLAN outcomes at both year 3 and year 5 our results were within the middle 60% of all Victorian Government Primary Schools and slightly ahead of the year 5 median in Reading and Mathematics but slightly below this median in year 3.

We have completed a detailed analysis of these outcomes and identified a couple of small but significant improvements to be made that should mean our results more accurately reflect our knowledge of the children's learning. There is a large and active program within the school to support students with additional needs. A minority of the students within this program receive additional funding from the education department which is supplemented by funding from the school's own resources.

As we move into 2020 our improvement work places a stronger emphasis on the curriculum while we further embed engagement and well-being developments introduced in the last couple of years. The specific development areas are to link individual student learning goals with our differentiated teaching model, to extend the depth of learning in aspects of reading, writing and number and to place a particular emphasis on the learning of an identified group of student who have the capacity to accelerate their progress.

Engagement

The priority in this area was the introduction of a communication App (FlexiBuzz) to improve the direct and immediate transfer of information between teacher and parent. Since its introduction in term 4 2019, there has been a very positive uptake from the parent community. We are now working to ensure that this uptake extends beyond the majority of parents who naturally engage with the school.

Our homework program (learning@home) and our inquiry learning model are now in their second and third year of operation respectively. Our student led conferences are also in their second year of operation. In combination these four initiatives bring great benefits in terms of engagement for students and parents which will increase as they become more embedded parts of our school's operation.

As we move into 2020 we are working to embed these initiatives into the school's operation.

Wellbeing

The well-being of our students has been a high priority for Drysdale Primary School for many years. In 2019 we introduced the School Wide Positive Behaviour System to codify the school's broad approaches, to make these applied consistently and to link these approaches clearly to the school's values. Within these changes we rewrote and simplified the school's core expectations, reducing them to just three rules. As a result there is much greater clarity for students, staff and parents, better systems for tracking issues and a sharp decline in reported incidents.

Alongside these changes we have continued to offer individual students and groups of students programs of pastoral support appropriate to their needs. This has included sessions at Riding for the Disabled and teaching of Life Skills. In class we offer Smiling Minds sessions for all students as well as teaching the Bounce Back program within the Kids Matter framework.

As we move into 2020 we will continue to embed the SWPBS initiative and use our knowledge of the students gained through this range of programs to tailor our well-being support even more accurately to each individual student.

Financial performance and position

The financial position for the end of year shows a net operating surplus of \$32,828. This is 0.7% of the total funding received by the school. This demonstrates the school's commitment to fully spending the budgets received in 2019 to benefit the students in the school in 2019. This expenditure includes approximately \$76,000 added to the budget for the school's well-being and inclusion program to supplement the revenue received for specific students within the Program from Students with Disabilities. This supplementary amount allocated by the Drysdale Primary School Council for the support for all our students with additional needs comes from the funds raised by running the local Drysdale Community Market and from the School Resource Package (line 1 Revenue.)

During 2019 the school also implemented two phases of the School Council's Landscape Master Plan that was created to provide a strategic direction to the development of our school grounds to complement the major refurbishment of our school buildings by the Education Department in 2017 and 2018. These two phases of development included an additional landscaped area for the older students with a bike track and Ga-Ga pit as well as the redevelopment of the space around the newly constructed Prep classrooms. In addition money was allocated from locally raised money and a grant from the City of Greater Geelong for a mural placed in the yard at the heart of the school providing a visual link to the school's four houses. The money for these projects was raised over a couple of years by the school's Parent Group with a range of community activities in addition to the monthly market. We gratefully acknowledge the contributions of our parent community to the fundraising efforts.




For more detailed information regarding our school please visit our website at
<http://www.drysdaleps.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.








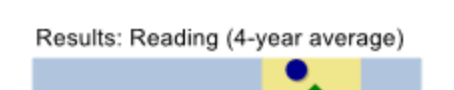





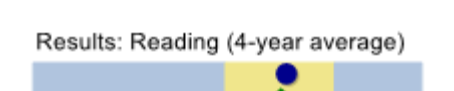




Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 504 students were enrolled at this school in 2019, 248 female and 256 male.</p> <p>ND 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>Similar </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>Below </p> <p>Below </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>Similar </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>	<table border="1" style="margin-top: 10px;"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>58%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>55%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>58%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>42%</td> <td>43%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>41%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	58%	11%	Numeracy	31%	55%	14%	Writing	23%	58%	18%	Spelling	42%	43%	14%	Grammar and Punctuation	37%	41%	22%	<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> <table border="1" style="margin-top: 10px;"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</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>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	92 %	90 %	90 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	92 %	90 %	90 %	92 %										

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

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>Below ●</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>Below ●</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	\$4,079,251	High Yield Investment Account	\$32,468
Government Provided DET Grants	\$553,677	Official Account	\$29,780
Government Grants Commonwealth	\$20,600	Other Accounts	\$0
Revenue Other	\$12,452	Total Funds Available	\$62,247
Locally Raised Funds	\$361,790		
Total Operating Revenue	\$5,027,769		
Equity¹			
Equity (Social Disadvantage)	\$123,919		
Equity Total	\$123,919		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,879,798	Operating Reserve	\$62,247
Books & Publications	\$116	Funds Received in Advance	\$25,115
Communication Costs	\$7,762	School Based Programs	\$16,112
Consumables	\$132,030	Maintenance - Buildings/Grounds < 12 months	\$21,020
Miscellaneous Expense ³	\$386,617	Total Financial Commitments	\$124,495
Professional Development	\$17,849		
Property and Equipment Services	\$171,011		
Salaries & Allowances ⁴	\$313,047		
Trading & Fundraising	\$33,474		
Travel & Subsistence	\$55		
Utilities	\$53,182		
Total Operating Expenditure	\$4,994,942		
Net Operating Surplus/-Deficit	\$32,828		
Asset Acquisitions	\$0		

- (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)

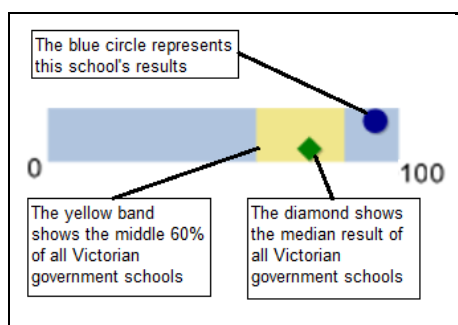
Engagement

- 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).

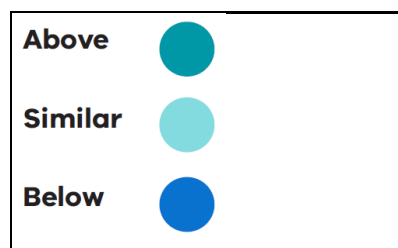


What does *School Comparison* refer to?

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').