

2021 Annual Report to The School Community



School Name: Dederang Primary School (1772)



- 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 19 April 2022 at 02:05 PM by Monika King (Principal)

- This 2021 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 22 April 2022 at 10:30 AM by Melanie Barton (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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

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.

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.

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

School context

Dederang Primary School aims to challenge each child to be curious, creative and caring. All students are empowered to embrace learning and achieve their personal best. As a small school in a rural setting, it has a collective goal that each member of the community lives by the school values; Respect, Learning and Safety to provide an engaging and inclusive learning environment which strives to reflect best pedagogical practice and aims for excellence in teaching and learning.

Dederang Primary School sits at the centre of the sprawling dairy community, nestled in the Kiewa Valley in North East Victoria. Dederang Primary School had an enrolment of 16 students for the year of 2021. The school operated in 2 multi-age classes in flexible learning spaces that enabled students in Foundation to Year 6 to learn in a wide variety of styles: independent, small ability groups, multi-age collaborative groups. During 2021 the School operated with 2 core classes; Foundation to Year 3, and Year 4 to Year 6 students in the second class. Through individual and group work, students learn from each other and build independence and collaboration. The school has a teaching staff of one full-time classroom teacher and a teaching Principal. The Mobile Area Resource Centre (MARC) service is based at Dederang Primary School, bringing with it an additional full-time teacher.

In 2021 the school continued work on the Strategic Plan and our Annual Implementation Plan with a focus on improving Writing through a Small School Partnership and PLC initiative. Student learning is supported with a one to one computer program at school and a class set of ipads are available. Students have Chinese learning through weekly lessons with a visiting native speaking Chinese teacher. Our specialist programs include; STEM, Physical Education, Visual Arts, Library, Music and Hands On Learning. The Physical Education program is enhanced through the Sporting Schools Fund. This allowed us to bring in a range of experts to teach explicit skills in swimming and table tennis.

Dederang Primary School is well resourced with a modern, energy efficient BER double classroom, an Art room, Library, a performing arts room, a large Gymnasium and extensive grounds. The school prides itself on its natural setting with a seasonal creek bordering the edge of the school allowing for conservation and appreciation of our natural environment. Our school continues to have a strong emphasis on sustainability. Dederang Primary School is a sub-group of the Kiewa Catchment Landcare Group and is part of the North East River Detectives program.

The school also offers Dederang Primary School Kinder and Care, a small rural childcare centre for children aged 3 – 5 years which operates on site, inclusive of a 15 hour integrated kinder program. Strong links between the Kinder and school ensures smooth transitions for our beginning Foundation students and strengthens provision of education at Dederang. There is a before and after school care program and vacation care when required.

Framework for Improving Student Outcomes (FISO)

Our school FISO improvement priority for 2021 has been Excellence in Teaching and Learning. The school continued to focus on improving student outcomes particularly for writing by revising the school's instructional model, curriculum and planning documents and introducing the talk for writing program across Foundation - Year 6. Teachers collaborated with colleagues from cluster schools to moderate student work and make accurate and consistent judgements of student writing.

The school continued to embed practices from "Clarity" by Dr Lyn Sharratt. There was a strong emphasis on developing the 'third teacher' to create a collaborative culture of learning that promotes curiosity, wondering, thinking, questioning, inclusivity and risk taking. Our Hands on Learning program continued to be successful in engaging students, improving school attendance and building positive connections with our local community.

Teachers at Dederang Primary School have a collective responsibility for student learning growth. We are proud of our

commitment in providing a high quality, personalised, curriculum for every child, that is data informed, engaging and provides real life experiences. Every child has an individual learning plan consisting of long and short term learning goals for reading, writing, and mathematics, and goals are reviewed termly at student-led conferences.

Evidence-based, high impact teaching practices are used consistently to engage students in their learning. There is a consistency in teacher practise across all classrooms and year levels. Learning Intentions and Success Criteria are embedded into all lessons and the method of differentiation, whether it is whole class instruction with differentiation at the task level for groups or individuals, focus groups, flexible like need groups or open ended tasks, is determined by individual student data.

Despite challenges faced during the COVID-19 pandemic, learning continued for all of our students - this is a testament to a small team of dedicated teachers that are quick to take action during unprecedented times.

Achievement

At Dederang Primary School it is our aim to empower all students to embrace learning and achieve their personal best. In 2021, teachers continued to embed high impact teaching strategies into their daily teaching practice to provide a stimulating learning environment where students became active learners, taking ownership of their own learning goals and monitoring their learning progress in Mathematics, Reading and Writing, using learning pathways, explicit Learning Intentions and Success Criteria, and descriptive feedback.

In 2021, the introduction of the tutor program, enabled the school to focus on improving student outcomes in reading, writing and maths through daily small group explicit lessons in literacy and numeracy and 1:1 tutor sessions. Learning portfolios enabled teachers, parents and students to collaboratively set learning goals, collect evidence of learning and build student capacity for reflection and ownership of own learning. The school saw strong NAPLAN results in Literacy and Numeracy for both Year 3 and Year 5 students. The school continues to perform above the 4 year state average in Year 3 numeracy and Year 5 reading and numeracy. This is a testament to the schools continued focus on high quality explicit teaching of literacy and numeracy informed by student data.

Seesaw and video conferencing provided a strong platform to deliver our remote and flexible learning program, providing students with lessons containing clear and explicit learning intentions and success criteria, worked examples and descriptive feedback to further extend learning. Staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. To support remote and flexible learning, every child was provided with a netbook equipped with educational applications that enabled them to further extend and engage in literacy and numeracy lessons.

Writing continues to be an area for improvement across our school and is the focus for our 2022 Annual Implementation Plan.

Engagement

Student engagement continues to be a strong focus at our school. Several whole-school, classroom and individual programs exist to support and develop engagement in a range of ways. Our focused work on increasing active engagement of each student in their learning using learning pathways to track their individual progress and to use these to set and articulate learning goals in Reading, Writing and Numeracy, has created a sense of purpose for students in their learning journey. Our weekly Hands on Learning lessons have provided a platform for students to set weekly learning goals (focus plan) that target personal and social capabilities.

In 2021, Dederang Primary School was a successful recipient of the Creative Artists in Schools program. This enabled students to work with local creative artists 2 days per week. Our creative artists worked one on one and in small focus groups with our students in term 2 and term 3, supporting student engagement during the transition back to onsite learning. Bushfire recovery grant money further supported student engagement by enabling the school to employ a local artist to deliver a weekly 'rhythm to recovery' drumming program. A strong focus of the program was teaching

resilience, team work and persistence when faced with new and challenging tasks

Seesaw and video conferencing provided a platform for all students to remain engaged and connected whilst learning from home. A high proportion of our senior students, who previously experienced challenges in terms of their engagement, connected strongly with the opportunities for agency during the remote learning period. The school continued to embed strategies to promote student attendance along with recognition of the importance of being at school, on time and committed to learning. In 2021 school attendance data improved significantly. A high proportion of students at Dederang Primary School attended on-site learning during the COVID-19 pandemic.

To re-connect families with the school community, the school conducted a small family picnic combined with the Year 6 graduation assembly. This event enabled students to proudly express what they had been learning and why to their families, and celebrate our student's achievements despite a disrupted year due to COVID-19. Our events are well attended and receive positive feedback about the inviting atmosphere of the school.

Wellbeing

Creating a positive and engaging school culture forms the basis on which we believe optimal student learning will occur. Dederang Primary School aims to provide quality educational programs within a supportive learning environment that promotes personal excellence and fosters participation and communication. The school aims to provide a positive, fair and respectful culture.

Throughout 2021, the school continued a strong commitment to the development and implementation of a range of strategies to support student well-being. These included the use of State Government funding for a 0.4 Student Chaplain and Well-being worker. The Chaplain, together with the School Principal, continued to coordinate the Respectful Relationships framework for developing the well-being of students and promoting positive attitudes and behaviours. Our School Chaplain continued to provide 1:1 support to students and made several home visits to families to deliver care packs. The school continued to provide breakfast for students through the School's Breakfast Club. Our local Food Share continued to donate food for student lunches and our community share table.

During 2021, Dederang Primary School partnered with Smiling Minds to implement evidence based strategies that improve the mental health of students and teachers in schools through daily mindfulness practices. The Smiling Minds Curriculum was embedded into our Social and Emotional learning lessons to equip our students with the skills to practice mindfulness and being in the moment. This work was further supported by the Play is the Way program, designed to build personal and social capabilities in a 'hands on' approach. These programs create an atmosphere of care and support that encourage student engagement and well-being. The notion of Growth Mindset is explicitly taught and encouraged in the classroom.

Attitudes to School Survey results from Years 4,5 & 6 has shown similar results to like schools and the state in perceptions of connectedness to school. 2021 data reflected higher results compared to similar schools and the state for the management of bullying. When asked the question, 'How is bullying dealt with at this school?' Students stated that bullying is wrong and felt that there was always someone who would support them at school; friends, teachers and School Chaplain.

Finance performance and position

Dederang Primary School plans carefully to ensure maximum benefit from funding. As shown in the operating statement, our school is in a strong financial position. Through watchful management and strong parent support, the annual result for 2021 maintains an operating reserve and a positive base going forward, ensured by the finance sub-committee of school council which operates effectively by closely monitoring spending and the operation of program budgets.

Revenue for the school has been supplemented in the past year by DPS Care and Kinder, building monetary and social capital for our school community. We have continued to receive annual funding for the provision of a three and

four year old Kindergarten program and long day care. At the commencement of 2017, the Mobile Area Resource Centre (MARC) service was transferred to Dederang as a base school, bringing with it additional funding to administer the program. Our school continues to be well supported by the community through locally raised funds and Landcare grants.

In 2021, the school was further supported through Equity funding and State Government funding which enabled the school to maintain a 0.4 School Chaplain and Well-being worker and deliver a funded LOTE program in 4 year old Kinder. Additional DET funding supported the COVID-19 prevention controls implemented across the school and kindergarten and also enabled the school to employ a tutor for 2 days per week to support learning catch up. A successful creative artists in school grant through Regional Arts Victoria provided the school with two local artists for term 2 and term 3 of 2021. Bushfire Recovery Funding enabled the school to employ a local music teacher to deliver weekly 'rhythm to recovery' drumming classes.

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

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 16 students were enrolled at this school in 2021, 9 female and 7 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).

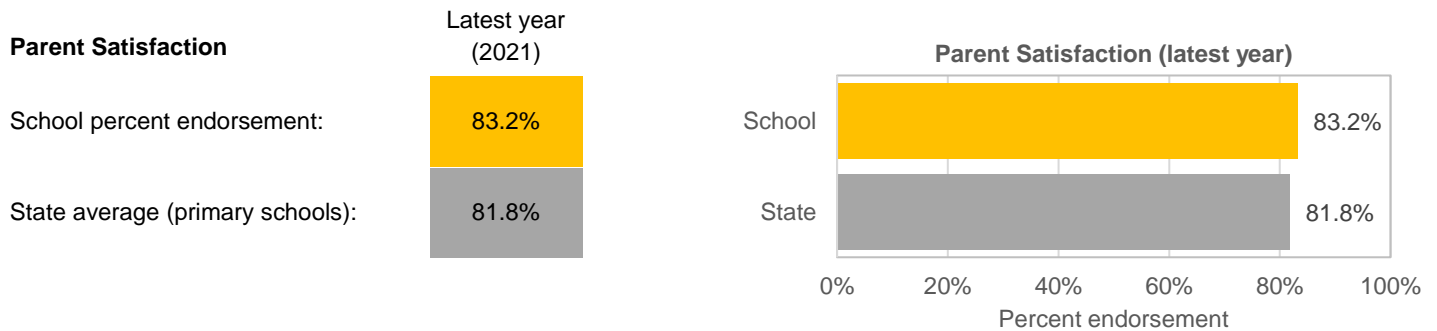
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

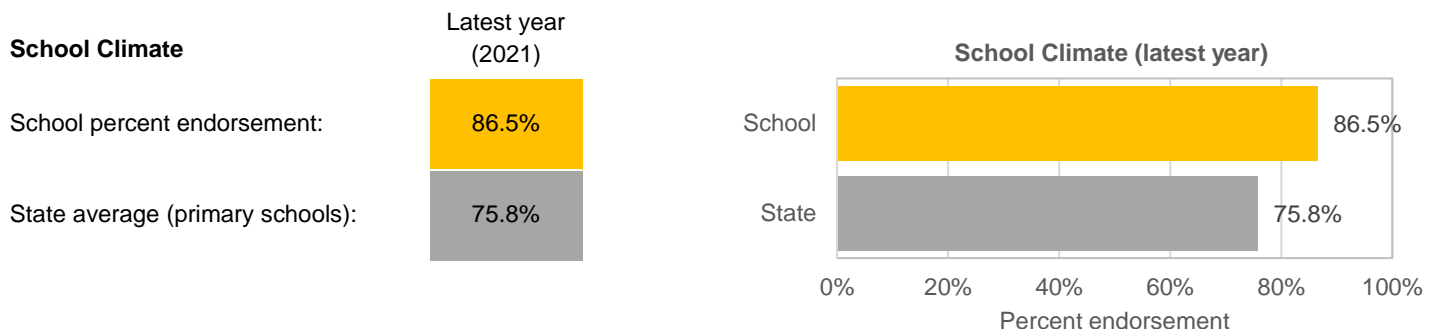


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

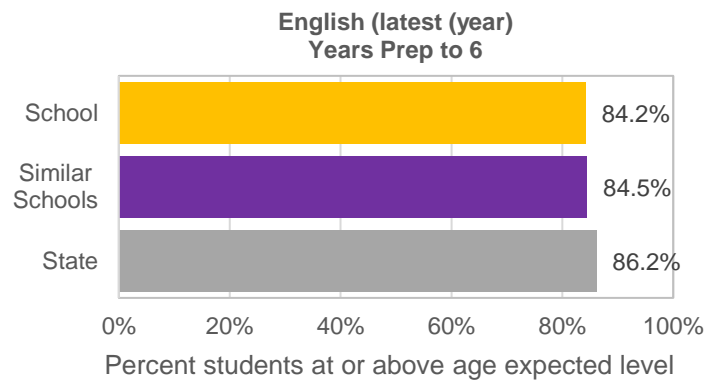
84.2%

Similar Schools average:

84.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

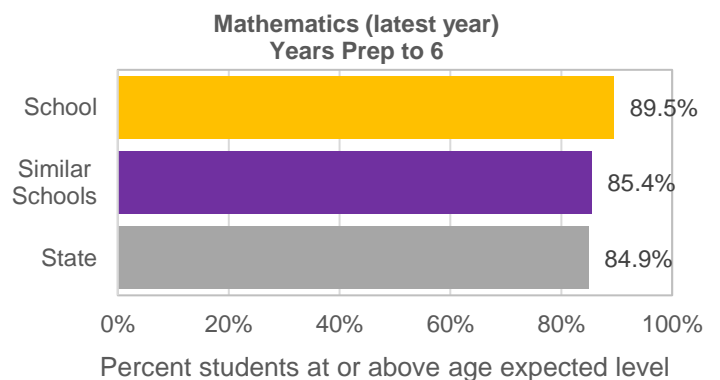
89.5%

Similar Schools average:

85.4%

State average:

84.9%



ACHIEVEMENT (continued)

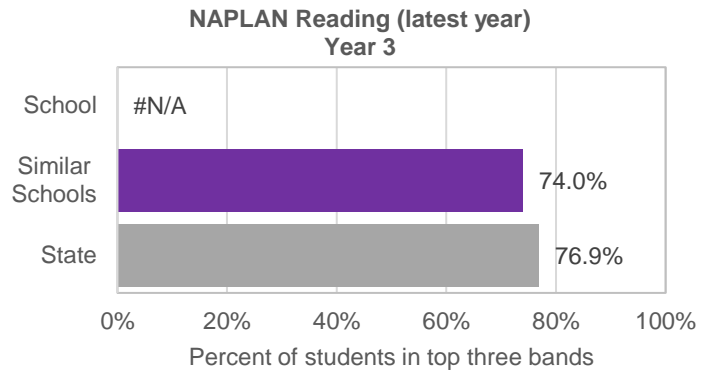
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

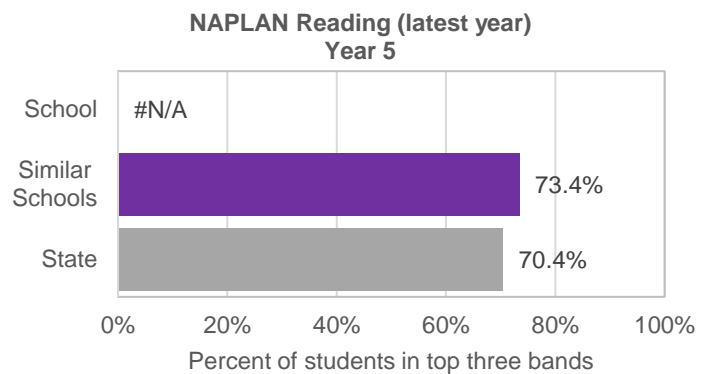
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

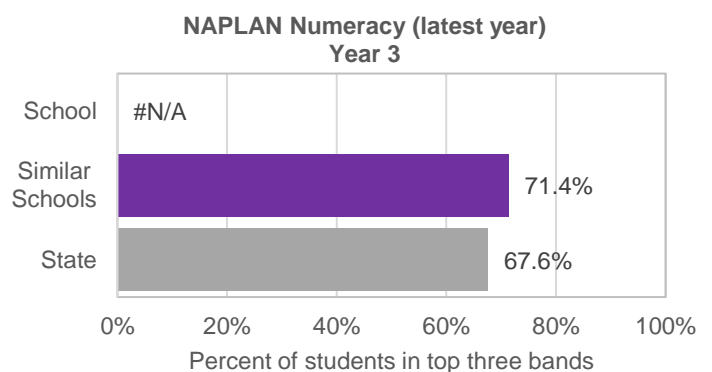
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	40.0%
Similar Schools average:	74.0%	72.2%
State average:	76.9%	76.5%



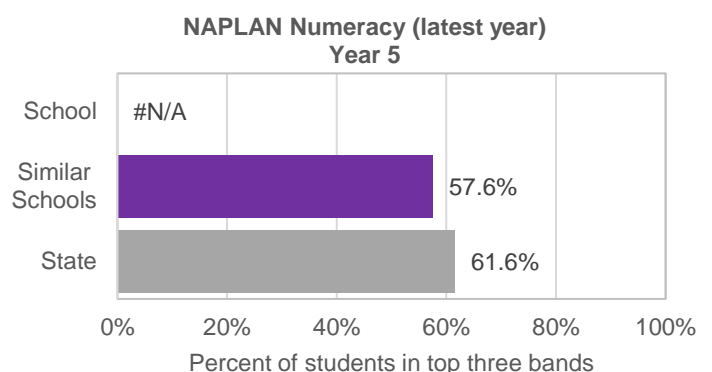
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	72.7%
Similar Schools average:	73.4%	68.6%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	100.0%
Similar Schools average:	71.4%	73.1%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	63.6%
Similar Schools average:	57.6%	55.4%
State average:	61.6%	60.0%



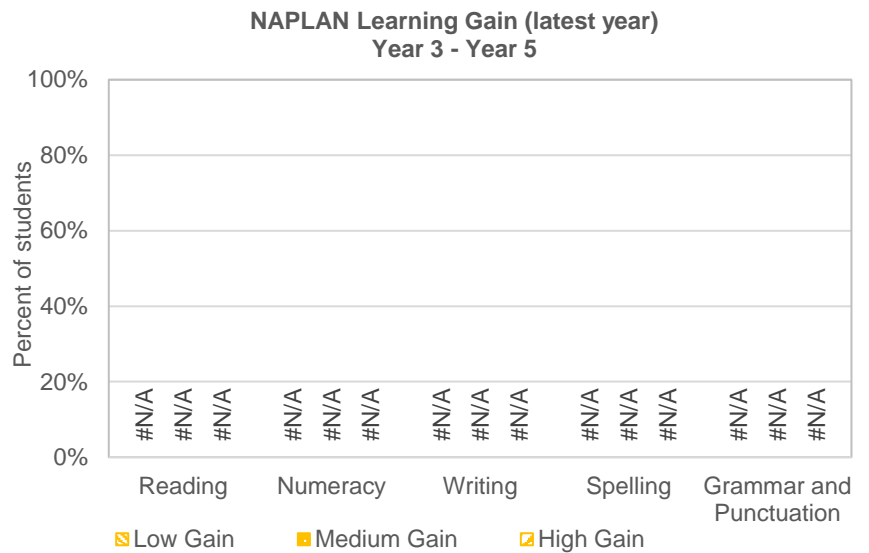
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	25%
Numeracy:	NDP	NDP	NDP	24%
Writing:	NDP	NDP	NDP	18%
Spelling:	NDP	NDP	NDP	18%
Grammar and Punctuation:	NDP	NDP	NDP	17%



ENGAGEMENT

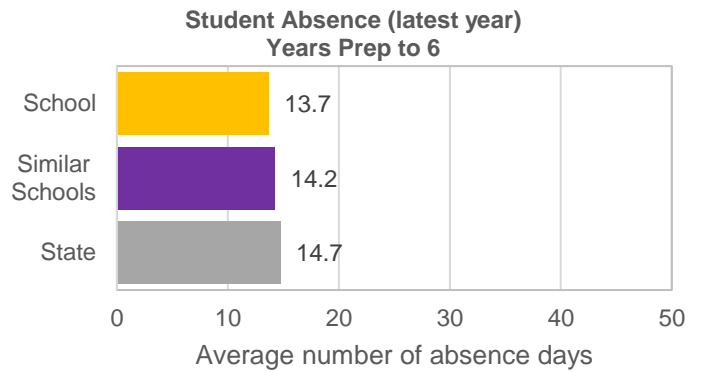
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.7	17.1
Similar Schools average:	14.2	14.2
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	92%	97%	NDP	NDP	NDP	NDP

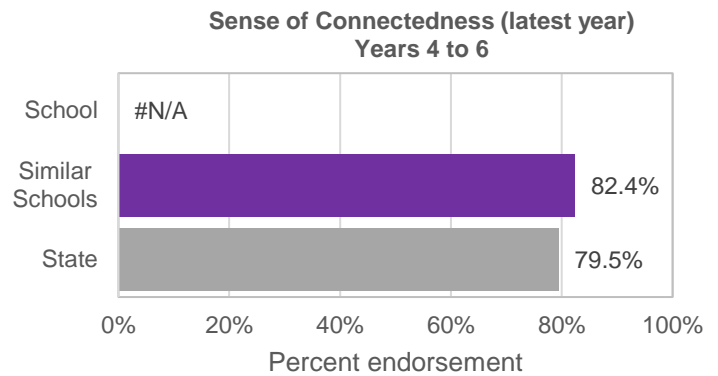
WELLBEING

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 (2021)	4-year average
School percent endorsement:	NDP	83.2%
Similar Schools average:	82.4%	82.5%
State average:	79.5%	80.4%

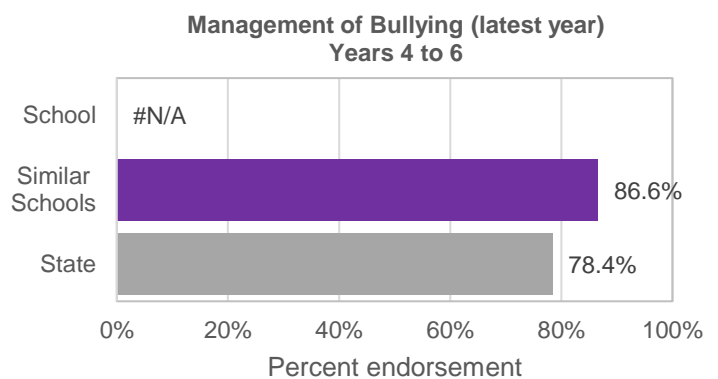


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	NDP	95.4%
Similar Schools average:	86.6%	85.7%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$409,334
Government Provided DET Grants	\$254,221
Government Grants Commonwealth	\$91,773
Government Grants State	\$3,500
Revenue Other	\$4,112
Locally Raised Funds	\$26,682
Capital Grants	\$0
Total Operating Revenue	\$789,621

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,745
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,745

Expenditure	Actual
Student Resource Package ²	\$385,895
Adjustments	\$0
Books & Publications	\$4,416
Camps/Excursions/Activities	\$4,238
Communication Costs	\$934
Consumables	\$22,866
Miscellaneous Expense ³	\$8,741
Professional Development	\$3,038
Equipment/Maintenance/Hire	\$16,653
Property Services	\$44,207
Salaries & Allowances ⁴	\$159,454
Support Services	\$28,568
Trading & Fundraising	\$511
Motor Vehicle Expenses	\$6,243
Travel & Subsistence	\$0
Utilities	\$3,679
Total Operating Expenditure	\$689,442
Net Operating Surplus/-Deficit	\$100,179
Asset Acquisitions	\$6,092

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$462,296
Official Account	\$16,969
Other Accounts	\$0
Total Funds Available	\$479,265

Financial Commitments	Actual
Operating Reserve	\$48,210
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$278,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$53,055
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$479,265

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.