SCHOOL GOALS

Our vision for Dana Street Primary School is to be a community that promotes lifelong learning, the pursuit of excellence, and an eagerness to participate and contribute within a global community. We strive to provide a welcoming, stimulating, caring and supportive learning environment for our students, teachers, parents and broader community. The core purpose of the school is to provide a comprehensive education for all students through effective communication, strong teamwork and the application of a range of teaching strategies, within a climate of fun and enjoyment, that enables students to reach their academic, social, emotional and physical potential.

The school’s new Strategic Plan for 2009-2011 focuses on the following areas for continuous improvement:

- Continued focus on teaching and learning with an emphasis on Literacy (Writing), Numeracy and the integration of eLearning to enhance student learning and engagement.
- Continued focus on student well-being.

HIGHLIGHTS OF 2008

- Continuous improvement in student learning in literacy and numeracy as reflected in our excellent results
- Community involvement in the school’s Review and Self Evaluation, and the development of the new Strategic Plan for 2009-2011
- The School Concert
- Community events such as Fete, Fun Run, Soiree, Open Mornings, etc.
- Improvements to buildings and grounds and the announcement of $500,000 for refurbishments to classrooms and administration to be completed in 2009.
- 5 Interactive Whiteboards installed

School Council President’s Report—Dale Darby

The 2008 school year was full of great student achievement and amazing changes to the school grounds. The teachers have encouraged and moulded our children, so that they are achieving some of the best academic results of like schools in the state. The school concert was a fabulous success, thanks to our wonderful teachers who put in a large amount of time and effort, our kids looked amazing. The school review and planning process has been completed, with input from our whole school community. This was a review of what we have achieved over the past three years and what direction we want our school to head for the next four years. The grounds have been upgraded with improvements to the oval and new plants around the school. Dana Street is now environmentally friendly with the installation of 3 water tanks that are connected to the oval.

Looking to the future, 2009 is going to bring some great changes. Renovations are about to start, moving the office to the front of the school and a great new learning space for our Prep, one and two students.

I would highly recommend getting involved in our school in whatever capacity you can. Our school is more than students and teachers, it’s a community and we need our community to band together to forge an amazing future.
**Enrolments**

Two hundred and four children were enrolled on census day in February 2008, which is a slight increase compared to February 2007. We have an increasing mobility within our school community with a number of children moving out of our area or moving in during the school year. We predict that the enrolments will continue to decline due to the high number of year 6 students graduating compared to the prep enrolments over the past 4 years.

**Parent Opinion Survey**

The Parent Opinion Survey indicates that parents have a very high satisfaction with the school. A random sample of parents is selected to complete the survey and the data is collated by DEECD. The average score for parent satisfaction with this school is 5.57 on a scale from 1 to 7, where 7 is the best possible score.

**SUMMARY OF SCHOOL’S FINANCIAL PERFORMANCE**

The deficit of $19,733 as shown on the statement below is the amount from the Commonwealth Grant of $150,000 that is carried over from 2007 and is available to complete the landscaping works.

**Financial Position as at 31st December, 2008**

<table>
<thead>
<tr>
<th>Financial Performance for the year ending 31st December, 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong> 2008 Actual</td>
</tr>
<tr>
<td>DEET Grants $180,296</td>
</tr>
<tr>
<td>Commonwealth Government Grants</td>
</tr>
<tr>
<td>State Government Grants</td>
</tr>
<tr>
<td>Other 26,517</td>
</tr>
<tr>
<td>Locally Raised Funds 75,539</td>
</tr>
<tr>
<td>Total Operating Revenue $341,364</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
</tr>
<tr>
<td>Salaries and Allowances 78,350</td>
</tr>
<tr>
<td>Bank Charges</td>
</tr>
<tr>
<td>Consumables 25,344</td>
</tr>
<tr>
<td>Books and Publications 30,242</td>
</tr>
<tr>
<td>Communication Costs 6,288</td>
</tr>
<tr>
<td>Furniture and Equipment 16,605</td>
</tr>
<tr>
<td>Utilities 12,222</td>
</tr>
<tr>
<td>Property Services 112,219</td>
</tr>
<tr>
<td>Travel and Subsistence 696</td>
</tr>
<tr>
<td>Motor Vehicle Expenses</td>
</tr>
<tr>
<td>Administration 4,263</td>
</tr>
<tr>
<td>Health and Personal Development 159</td>
</tr>
<tr>
<td>Professional Development 1,933</td>
</tr>
<tr>
<td>Trading and Fundraising 26,638</td>
</tr>
<tr>
<td>Support/Service 4,857</td>
</tr>
<tr>
<td>Miscellaneous 60,672</td>
</tr>
<tr>
<td>Total Operating Expenditure 361,098</td>
</tr>
<tr>
<td>Net Operating Surplus/Deficit -19,733</td>
</tr>
<tr>
<td>Capital Expenditure (Cases 21 Finance Only) 31,611</td>
</tr>
</tbody>
</table>

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

**FUTURE DIRECTIONS**

For 2009, the school has identified the following key improvement strategies and significant projects in line with the school’s Strategic Plan.

- To ensure that every child progresses at the expected rate in literacy and numeracy with particular emphasis on writing.
- To fully engage all students in developing their learning pathway skills.
- To strengthen transition processes of all students into the school.
STUDENT PROGRESS AND ACHIEVEMENTS

NAPLAN RESULTS Year 3

Year 3 NAPLAN (testing conducted on May 13th, 14th and 15th)

- Reading: 86% of students at or above the National minimum standard.
- Writing: 91% of students at or above the National minimum standard.
- Mathematics: 100% of students at or above the National minimum standard.

Assessments against VELS (December 2008)

Reading
- Prep: 100% were at or above the expected level.
- Yr 1: 100% were at or above the expected level.
- Yr 2: 92% were at or above the expected level.
- Yr 3: 88% were at or above the expected level.
- Yr 4: 91% were at or above the expected level.
- Yr 5: 85% were at or above the expected level.
- Yr 6: 89% were at or above the expected level.

Writing
- Prep: 100% were at or above the expected level.
- Yr 1: 96% were at or above the expected level.
- Yr 2: 94% were at or above the expected level.
- Yr 3: 63% were at or above the expected level.
- Yr 4: 89% were at or above the expected level.
- Yr 5: 85% were at or above the expected level.
- Yr 6: 83% were at or above the expected level.

The school provides a literacy support program for students who are not achieving at the expected level. A very successful Reading Recovery Program is provided in Year 1. Teachers and aides have undertaken extensive professional development in literacy and numeracy. The results of this are evident in the continuous improvement in student learning. 2009 sees further enhancement in support programs; fluid groupings of students according to their educational needs, support and extension programs, and continued professional development for staff.

NAPLAN RESULTS Year 5

Year 5 NAPLAN (testing was conducted on May 13th, 14th and 15th)

- Reading: 91% of students at or above the National Minimum Standard.
- Writing: 92% of students at or above the National Minimum Standard.
- Mathematics: 95% of students at or above the National Minimum Standard.

Number
- Prep: 100% were at or above the expected level.
- Yr 1: 100% were at or above the expected level.
- Yr 2: 96% were at or above the expected level.
- Yr 3: 88% were at or above the expected level.
- Yr 4: 94% were at or above the expected level.
- Yr 5: 86% were at or above the expected level.
- Yr 6: 81% were at or above the expected level.

Measurement
- Prep: 100% were at or above the expected level.
- Yr 1: 96% were at or above the expected level.
- Yr 2: 96% were at or above the expected level.
- Yr 3: 92% were at or above the expected level.
- Yr 4: 94% were at or above the expected level.
- Yr 5: 80% were at or above the expected level.
- Yr 6: 81% were at or above the expected level.

Our student data across the school demonstrates that the majority of students are achieving at or above the expected level.

Assessment of Reading
- Prep: Level 5 (Benchmark) 66.7% at or above.
- Level 15: 33.3% at or above.
- Level 20: 6.7% at or above.
- Yr 1: Level 15 (Benchmark) 96.3% at or above.
- Level 20: 77.8% at or above.
- Yr 2: Level 20 (Benchmark) 88.7% at or above.
STUDENT ENGAGEMENT AND WELL-BEING

Student Opinion

Each year all years 5 and 6 students attending a State Primary School participate in the student opinion survey. The survey provides a snapshot of how students are feeling at school and provides our school with very worthwhile data. The students were asked to respond to a number of questions related to their well-being, teaching and learning and student relationships. The average score was 4.01 measured on a 1 to 5 scale with 5 being the best possible score. Our student responses have demonstrated that they feel positive and connected to school.

We have a very successful and proactive student leadership program that enables students to gain valuable skills, attitudes and confidence in their abilities by having access to a range of opportunities both within the school and the wider community. All students, Prep to Year 6, are encouraged to share their achievements and participate fully at the class level as well as whole school events such as assemblies. By the Year 6 level, students are encouraged further by taking on responsibilities including: school captains, sports captains, showcase coordinators, student reporters, tour guides, peer mediators, computer coordinators, peer mediators and student representative council.

STUDENT PATHWAYS AND TRANSITIONS

The critical transitions are the beginning of the Prep year and the graduation of Year 6 students. Prep Transition activities are started during the Pre-School year with families invited to a range of activities, both evening and day, to encourage confidence, a positive attitude, familiarisation and connectedness to school. Teachers conduct a range of assessments at the beginning of the Prep year and meet with parents individually to discuss their child’s personal needs and development. We also have a Better Buddies Program.

To assist with the transition to each year level and to support student learning we have: the opportunity for parents to have input into special requests, visits to next year’s grade, parent / teacher chats early in term 1, mid year and end of year interviews and written reports, parent helper programs, information sessions, etc. We endeavour to keep parents informed of what is happening at the school through weekly newsletters and assemblies.

The Year 5 students participated in various leadership programs to prepare them for Year 6. Year 6 students have a specially designed top for their final year and the highlight of their year is the graduation dinner. Year 6 students attend a variety of activities for transition into year 7 at the various secondary school settings.

EXTRA CURRICULA ACTIVITIES

- Camps for Years 3/4 and 5/6
- Extension Programs: piano, guitar, speech and drama, drums, hip hop
- Better Buddies Program Pre-school/Prep/Year 6, whole school Mates Program
- Health and Physical Education Programs, Personal Development Programs, Visual and Performing Arts Programs, Multicultural Studies (Indonesian)
- Excursions: Sovereign Hill, Wild Life Park, Scienceworks, MCG, etc.
- Student Leadership Programs and opportunities

STUDENT PATHWAYS AND TRANSITIONS

TEACHER PROFILE

Teacher satisfaction:

The average score for teacher satisfaction (morale) at this school was 71.1 on a scale from 0 to 100 where 100 is the best possible score.

Teacher Absence:

Data not available from DEECD at time of printing

Teacher Retention

Of the 14 teaching staff at Dana Street Primary School at June 2007, 12 or 86% were still at the school at June 2008. The figure across all Government schools was 84%.

Teacher participation in professional learning:

All teaching staff have participated in professional learning throughout the year with an emphasis on our Charter Priorities of Literacy, Numeracy, ICT and eLearning, and Student Well-being.

Teacher Qualifications:

All teachers at Dana Street Primary School are registered with the Victorian Institute of Teaching. The requirements for registration with the VIT can be found at http://www.vit.edu.au/content.asp?DocumentID=241

SCHOOL CONTACT DETAILS:

Principal: Lyn Chamberlain
Address : Dana Street, Ballarat, 3350
Ph: 03 53 321 301
ballarat.ps.dana@edumail.vic.gov.au

WEBSITE:

http://www.danaps.vic.edu.au

This report contains summary data extracted from the School Level Report. If you would like to access the SLR please contact the school.