

2019 Annual Report to The School Community



School Name: Dandenong Primary School (1403)



- 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 20 March 2020 at 11:32 AM by Daniel Riley (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 30 October 2020 at 01:48 PM by Knowles Tivendale (School Council President)

About Our School

School context

Dandenong Primary School proudly serves Australia's number one most culturally diverse community. Our school has provided a rich history of excellence in teaching and learning that extends from before 1881 through to today. In 2019 we were home to 387 children from Foundation (Prep) to Year 6. In 2019, our school provided specialist classes in physical education and sport, information and communication technologies (ICT), visual art, library and French. We maintained specialised English as an Additional Language (EAL) class and provided extra language and literacy support across all year levels. In addition to our learning and teaching staff we maintained a team of highly dedicated wellbeing staff available to support the health and wellbeing of every child and family. Our highly dedicated school staff are almost as diverse as our student population. Our staff speak a range of languages including Dari, Hazaraghi, Farsi, Hindi, Spanish, French, Serbian, Albanian, Greek, Cantonese, Mandarin, Turkish, Filipino and English. We have our very own Victorian Early Years Award winning 'Community Hub' which brings local information and services around education, health, community and settlement into a familiar and friendly place for parents. In 2019, the hub provided programs to help families create friendships and support networks, and to develop a strong sense of belonging. Our Community Hub is open to all families, mothers, fathers and carers from the Dandenong Primary School community. The school has enjoyed significant improvement in the first half of our 2018 – 2021 School Strategic Plan.

Framework for Improving Student Outcomes (FISO)

In 2019, the school continued to make significant progress around the FISO dimensions of 'excellence in teaching and learning' and a 'positive climate for learning'. The school maintained a significant focus around the key improvement strategies of (i) building of deep knowledge of the curriculum and learning continuum across pre-Foundation to Year 8 standards, (ii) building of consistent teacher practice around the use of evidence-based high impact strategies, (iii) building of teacher capacity to collect analyse and use assessment data for student learning and to monitor learning growth over time, and (iv) enhancing student voice so that students can act as effective partners in school improvement. As part of this work, Dandenong Primary School was one of just a handful of schools from around Australia to participate in the first Harvard Graduate School of Education 'Data Wise Leadership Institute' program to be held outside of the United States. The school strongly engaged in local Community of Practices (CoP) work to support literacy improvement and worked closely with the University of Melbourne and Mathematics Association of Victoria to bring about significant improvement to numeracy learning and teaching. We continued to strengthen and build our community connections and engagement through our work with Be You and Beyond Blue.

Achievement

In 2019, the school has continued to make significant progress against our current 2018 - 2021 strategic plan. In 2019, the school exceeded its 2021 target measures for (i) the percentage of students in the Top 2 Bands for both Year 3 and 5 Numeracy, (ii) Year 5 Reading as well as for (iii) the percentage of student experiencing medium or high growth in numeracy. For 2020, the school will seek to continue its work around building knowledge of the curriculum, building consistent practice and building teacher capacity to collect, analyse and use assessment data for student learning. In particular, the school will seek to continue its improvement in the learning and teaching of reading and numeracy. The 2020 school year will include a greater emphasis on student agency as part of empowering students and building school pride. For the learning and teaching of reading, the school will (i) identify and establish school-wide 'Dandenong Primary School Key Comprehension Strategies' and (ii) begin to build consistency in knowledge and practice around each of the identified reading comprehension strategies. For numeracy, the school will continue to build and refine consistency in knowledge and practice around the mathematical proficiencies (understanding, fluency, problem-solving and reasoning). Much of this work includes a refining and expanding or building on of the work from 2019.

Engagement

In 2019, the school exceeded its 2021 strategic plan targets for student attitudes to school. Results for both 'stimulated learning' (88% student endorsement) and 'learning confidence' (87% student endorsement) demonstrated continued growth in student engagement above and beyond the 2021 targets. Results from the Parent Opinion Survey demonstrated 95% endorsement of 'parent participation and involvement' at Dandenong Primary School compared with 86% endorsement by parents of similar schools. These results reflect the work the school has undertaken in ensuring both a positive climate for students and community engagement in learning. In order to address student non-attendance, the school's wellbeing team tailors individual approaches to setting expectations and promoting inclusion. The school communicates high expectations about all aspects of schooling, including school attendance. Strategies to address non-attendance include daily communication with families, tailored wellbeing support and home visits. Student attendance remains a challenge for the school with a number of families choosing to undertake extended family holidays to visit extended family overseas as well as a small number of students experiencing illness or more complex issues impacting on school attendance.

Wellbeing

In 2019, the school continued to maintain formalised partnerships with a number of service providers to address wellbeing needs and enrich learning experiences and opportunities for students and families. The school harnessed the capacity of partners such as Be You and Beyond Blue, Community Hubs Australia, Foundation House, Ardoch, St Martins Youth Arts Centre, Oz Harvest, Monash Health, The Water Well Project, among others, to collectively meet the diversity of our student and families' needs. Results from the Parent Opinion Survey demonstrated 94% endorsement of student development of 'confidence and resiliency skills' compared to 89% for similar schools. Similarly, student attitudes to school demonstrate a level of student connectedness and the ability to manage bullying significantly above that of both similar schools and the median of all Victorian Government Schools. Students of Dandenong Primary School are motivated, independent and inquiring learners with positive mindsets.

Financial performance and position

In 2019, the school received approximately \$4.98m in revenue and expended approximately \$5.035m resulting in a net operating deficit of \$54,146. This small deficit was a result the significant investment made in improved achievement, engagement and wellbeing for all students and of the challenges involved in maintaining and enhancing the school's historic 1881 school building and grounds. The Equity (Social Disadvantage) loading allocates funding based on parental occupation, parental education and the level of concentration of disadvantage in a school. In 2019, this funding provided for additional staffing including student wellbeing practitioners, speech pathologists, school leadership and education support staff as well as tailored programs to support the achievement, engagement and wellbeing of every child.




For more detailed information regarding our school please visit our website at
www.dandenongps.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 387 students were enrolled at this school in 2019, 191 female and 196 male.</p> <p>75 percent were EAL (English as an Additional Language) students and 0 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>Below ●</p> <p>Below ●</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 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>Similar </p> <p>Above </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>Below </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"> <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>24%</td> <td>61%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>32%</td> <td>47%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>50%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>26%</td> <td>56%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>56%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	61%	15%	Numeracy	21%	32%	47%	Writing	35%	50%	15%	Spelling	18%	26%	56%	Grammar and Punctuation	18%	56%	26%	<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"> <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> <p>Statewide Distribution of Learning Gain (all domains)</p>	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>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>90 %</td> <td>91 %</td> <td>93 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	93 %	90 %	90 %	92 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	93 %	90 %	90 %	92 %	91 %										

Performance Summary

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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>Above ●</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>Above ●</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	\$4,257,199	High Yield Investment Account	\$427,061
Government Provided DET Grants	\$514,980	Official Account	\$36,485
Government Grants Commonwealth	\$66,062	Other Accounts	\$0
Government Grants State	\$11,501	Total Funds Available	\$463,546
Revenue Other	\$23,780		
Locally Raised Funds	\$106,902		
Total Operating Revenue	\$4,980,424		
Equity¹			
Equity (Social Disadvantage)	\$892,782		
Equity Total	\$892,782		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,211,644	Operating Reserve	\$117,110
Books & Publications	\$9,479	Other Recurrent Expenditure	\$2,301
Communication Costs	\$6,097	Provision Accounts	\$650
Consumables	\$71,758	Funds Received in Advance	\$27,549
Miscellaneous Expense ³	\$268,602	School Based Programs	\$10,000
Professional Development	\$39,752	Beneficiary/Memorial Accounts	\$2,682
Property and Equipment Services	\$241,785	Funds for Committees/Shared Arrangements	\$39,000
Salaries & Allowances ⁴	\$137,946	Asset/Equipment Replacement < 12 months	\$75,000
Trading & Fundraising	\$8,691	Capital - Buildings/Grounds < 12 months	\$30,000
Travel & Subsistence	\$765	Maintenance - Buildings/Grounds < 12 months	\$115,000
Utilities	\$38,051	Total Financial Commitments	\$419,293
Total Operating Expenditure	\$5,034,570		
Net Operating Surplus/-Deficit	(\$54,146)		
Asset Acquisitions	\$31,373		

- (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)

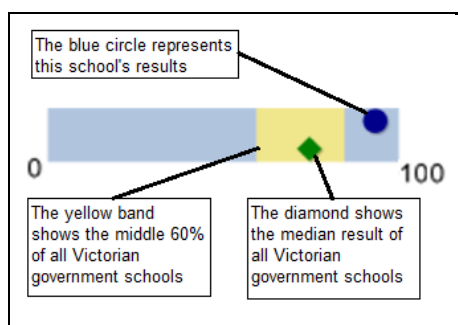
Engagement

- 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').