

2020 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 2020 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 26 March 2021 at 05:54 PM by Daniel Riley (Principal)

The 2020 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 26 April 2021 at 02:22 PM by Knowles Tivendale (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Dandenong Primary School very proudly serves Australia's number one most culturally diverse community and offers a rich history of excellence in teaching that extends from before 1881 through to today. The school's vision is to empower every child to reach their highest possible academic, social, and personal achievement, within a community-minded school recognised for excellence.

In 2020 the school was home to around 360 children from Foundation (Prep) to Year 6 with four Foundation (Prep) classes, six composite Year 1/2 classes, four Year 3/4 classes and four Year 5/6 classes. The school provided specialist classes in physical education and sport, information and communication technologies (ICT), visual art, library and French. Dandenong Primary School maintained a specialised English as an Additional Language (EAL) class and provided extra language and literacy support across all year levels.

The school's highly dedicated school staff are almost as diverse as its student population. Staff at Dandenong Primary School speak a range of languages including Dari, Hindi, Spanish, French, Serbian, Albanian, Greek, Cantonese, Mandarin, Turkish, Persian and English. In 2020, the staff was comprised of approximately 26 FTE teaching and 13 FTE support staff. In addition to the school's learning and teaching staff, a team of highly dedicated wellbeing staff provided significant support to the health and wellbeing of children and families throughout 2020.

Dandenong Primary School has its 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 2020, the Community Hub supported families to create friendships and support networks, and develop a sense of belonging. The Community Hub is open to all families, mothers, fathers and carers from the Dandenong Primary School community.

The school makes use of online and social media to provide a window into the life and learning at Dandenong Primary School and invites the wider community to share and celebrate the learning on Facebook and Instagram. Links to the school's social media sites are available on our school website at www.dandenongps.vic.edu.au

In 2020, children in Victorian government schools moved to remote and flexible learning in order to increase physical distancing across the population and slow the spread of coronavirus (COVID-19). This period of remote and flexible learning commenced at the end of Term 1 in 2020 and, aside from several weeks of face-to-face onsite learning and teaching in late Term 2, extended through until the end of Term 3.

Framework for Improving Student Outcomes (FISO)

Despite the impact of changes to school operations to allow for remote and flexible learning throughout 2020, the school continued to make significant progress against the Department of Education & Training's Framework for Improvement Student Outcomes (FISO).

In support of this progress, the school maintained a significant focus on building practice excellence in literacy and numeracy. Three key improvement strategies were implemented, including working to (i) build consistent teacher practice around the use of evidence-based high impact teaching strategies; (ii) build a deep knowledge of the curriculum standards and learning continuum across pre-Foundation to Year 8; and (iii) build teacher capacity to collect, analyse and use assessment data for student learning and to monitor student learning growth over time.

The school also maintained a significant focus on empowering students and building school pride through (i) developing students who are motivated, independent and inquiring learners with positive mindsets; and (ii) enhancing student voice so that students can act as effective partners in school improvement.

Some of the imperative for Dandenong Primary School to bring about the best possible achievement, engagement and

wellbeing outcomes for every child was impacted by changes to school operations to allow for remote and flexible learning throughout 2020. Nevertheless, the school is well placed to continue its progress against the Framework for Improving Student Outcomes. Dandenong Primary School is set to undertake a review in early 2021 as part of the Victorian government school improvement cycle. The review process will provide for a new four-year school strategic plan which will detail new goals and targets for student achievement, engagement and wellbeing.

Achievement

The National Assessment Program: Literacy & Numeracy (NAPLAN) was cancelled for 2020 due to the impact of coronavirus (COVID-19). The school was nevertheless on track to meet and exceed all of the targets for improved student outcomes in reading and numeracy. During the remote learning period, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.

A number of Dandenong Primary School students thrived in the remote and flexible learning environment, some managed to maintain their learning progress, while some students fell behind, despite their best efforts and those of their families and teachers. Supporting those who need to catch up is a key priority for 2021.

The school maintained a number of students funded under the Victorian government's Program for Students with Disabilities (PSD). These students were supported through a strong partnership between the school, parents/carers, the student and relevant agencies who worked together to plan and support each child's diverse educational, health, social, cultural and emotional wellbeing needs. This work is planned, implemented and evaluated with the use of Individual Learning Plans (ILP) for each PSD funded student.

Engagement

In 2020, the school maintained a number of formalised leadership roles and responsibilities for students. This work enabled the continued development of the Dandenong Primary School 'TV News' fortnightly production as well as the implementation of a number of lunchtime clubs including a film club, friendship club, STEM club and chess club.

The school maintained its partnership with St Martins Youth Arts Centre which has provided for a weekly after-school drama program. Similarly, the school maintained its partnership with Ardoch Youth Foundation which has provided for a range of opportunities through the Literacy Buddies, Writer in Residence, Broadening Horizons Experiences and Robotics Programs. Unfortunately, the impact of changes to school operations to allow for remote and flexible learning throughout 2020 impacted significantly on the implementation of these opportunities for students.

At Dandenong Primary School, ensuring that students attend school each day is the shared expectation of all parents/carers, students and the school. Dandenong Primary School maintained a staged response to student absence which includes daily telephone or SMS contact for all unexplained whole day absences and notification to agencies such as the Department of Health & Human Services (DHHS), Centrelink and the Department of Education & Training (DET) where necessary.

Wellbeing

Throughout the remote and flexible learning period, Dandenong Primary School's highest priority was ensuring the wellbeing, particularly the mental health, of every student and member of staff. This meant effectively mobilising all available resources to support the school's most vulnerable students and families and enabling staff to access the relevant support services.

Whole-school approaches to a systematic, cognitive-behavioural approach used to enhance students' ability to regulate emotions, energy and sensory needs has been introduced through the school's Zones of Regulation work. Similarly, the school's work with Be You and KidsMatter has worked to promote and protect positive mental health for students and families.

Dandenong Primary 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 90% 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 2020, the Dandenong Primary School received approximately \$4.93m in revenue and expended approximately \$4.87m resulting in a net operating surplus of approximately \$60,000. The school made significant investment 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 2020, 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 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 369 students were enrolled at this school in 2020, 188 female and 181 male.

75 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) which takes into account parents' occupations and education.

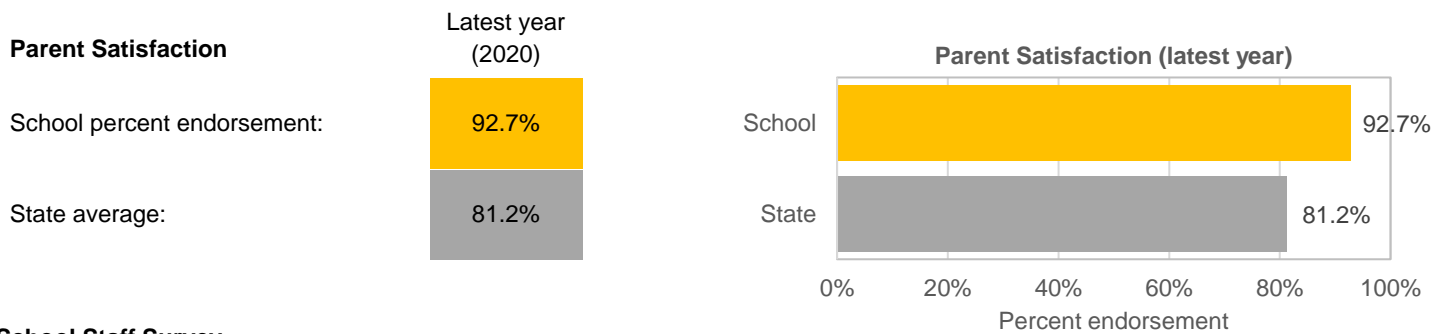
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

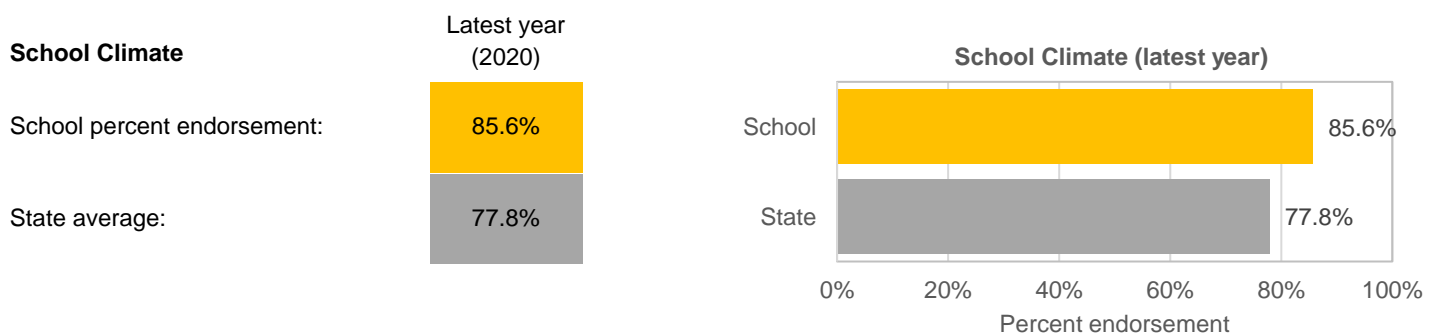


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

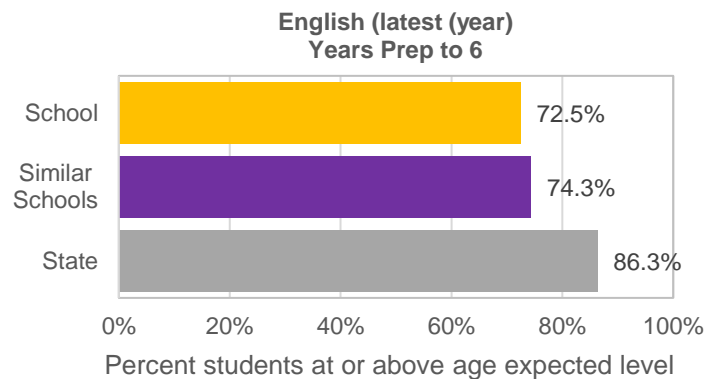
72.5%

Similar Schools average:

74.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

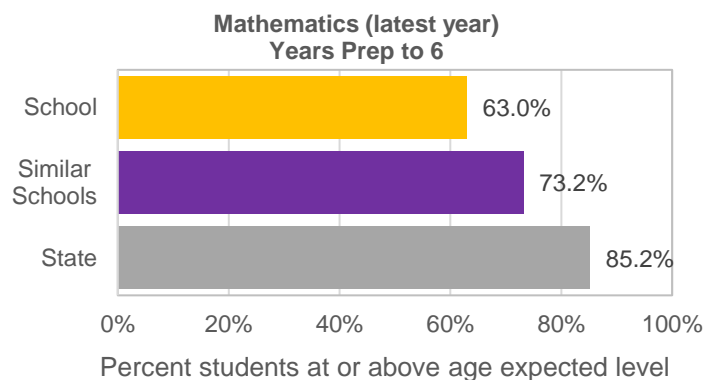
63.0%

Similar Schools average:

73.2%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

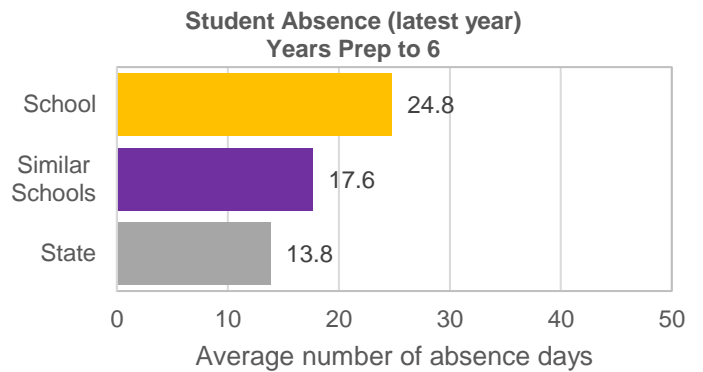
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	24.8	19.3
Similar Schools average:	17.6	17.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	83%	86%	85%	90%	89%	88%	92%

WELLBEING

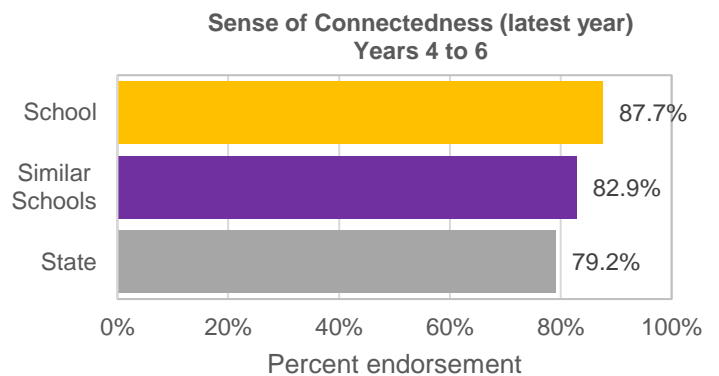
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	87.7%	91.2%
Similar Schools average:	82.9%	84.4%
State average:	79.2%	81.0%



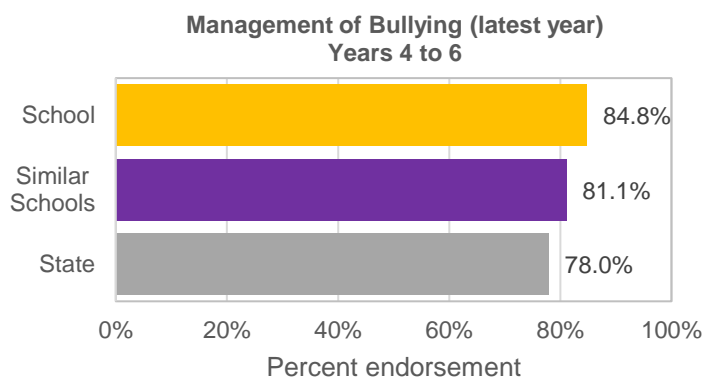
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	84.8%	87.9%
Similar Schools average:	81.1%	82.2%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$4,305,176
Government Provided DET Grants	\$562,976
Government Grants Commonwealth	\$23,721
Government Grants State	\$10,000
Revenue Other	\$5,911
Locally Raised Funds	\$25,595
Capital Grants	NDA
Total Operating Revenue	\$4,933,379

Equity ¹	Actual
Equity (Social Disadvantage)	\$945,090
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$945,090

Expenditure	Actual
Student Resource Package ²	\$4,261,149
Adjustments	NDA
Books & Publications	\$14,465
Camps/Excursions/Activities	\$19,535
Communication Costs	\$8,485
Consumables	\$97,840
Miscellaneous Expense ³	\$13,785
Professional Development	\$19,923
Equipment/Maintenance/Hire	\$100,749
Property Services	\$84,832
Salaries & Allowances ⁴	\$85,196
Support Services	\$117,754
Trading & Fundraising	\$8,911
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$36,866
Total Operating Expenditure	\$4,869,490
Net Operating Surplus/-Deficit	\$63,890
Asset Acquisitions	\$9,091

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$492,236
Official Account	\$10,601
Other Accounts	NDA
Total Funds Available	\$502,838

Financial Commitments	Actual
Operating Reserve	\$91,605
Other Recurrent Expenditure	\$3,527
Provision Accounts	\$650
Funds Received in Advance	\$47,715
School Based Programs	NDA
Beneficiary/Memorial Accounts	\$7,647
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$220,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$70,000
Maintenance - Buildings/Grounds < 12 months	\$165,587
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$606,731

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.