

2021 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 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 11 March 2022 at 12:00 PM by Daniel Riley (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 11 May 2022 at 11:14 AM by Knowles Tivendale (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

Dandenong Primary School very proudly serves Australia's number one most culturally diverse community. The school offers a rich history of excellence in teaching that extends from before 1881 through to today. Census data from 2016 revealed that more than 70 percent of residents in the City of Greater Dandenong spoke a language other than English and more than half the population was born overseas in one of 157 different countries.

In 2021 the school was home to 361 children from Foundation (Prep) to Year 6. The school was made up of three Foundation classes, six composite Year 1/2 classes, four Year 3/4 classes and four Year 5/6 classes. The school continued to serve a significant percentage of refugee families and the school's Student Family Occupation and Education (SFOE) Index for 2021 was at 0.6276, placing the school in the 'High' level of disadvantage.

The school offered specialist classes in physical education (PE) and sport, information and communication technologies (ICT), visual art, performing arts, library and French. The school maintained a specialised English as an Additional Language (EAL) class and continued to offer extra language and literacy support across all year levels. In addition to our learning and teaching staff, the school maintained a team of highly dedicated wellbeing staff to support the health and wellbeing of children and families.

Our highly dedicated school staff are almost as diverse as our student population and speak a range of languages including Dari, Hindi, Spanish, French, Serbian, Albanian, Greek, Cantonese, Mandarin, Turkish, Persian and English. In 2021, the staff was comprised of 28.9 FTE teaching and 15.4 FTE support staff, with a mix across the spectrum of professional experience. The school continued to be led by a Principal, an Assistant Principal, two Leading Teachers, two Learning Specialists and a PLC Leader for each team of Foundation, Year 1/2, Year 3/4, Year 5/6, Specialists, Intervention and EAL teachers and support staff. From Term 2 onwards, substantive Principal Daniel Riley was seconded to Wooranna Park Primary School. For the duration of this secondment, Assistant Principal Anne Pereira led the Dandenong Primary School community as Acting Principal.

As was the case in 2020, children in Victorian government schools moved to four periods of remote and flexible learning, including one through a signification proportion of Term 3, in order to increase physical distancing across the population in order to slow the spread of coronavirus (COVID-19). Though remote and flexible learning brought many challenges, some students continued to thrive in the new circumstances.

The school continued to maintain its 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. It aims to help families create friendships and support networks, and develop a sense of belonging. Our Community Hub continued to be open to all families, mothers, fathers and carers from the Dandenong Primary School community.

In December of 2021, Governor of Victoria, the Hon Linda Dessau AC presented the school with the Victoria Police 'Community Exemplary Award' for its "outstanding contribution to advancing meaningful relationships between Multicultural Communities and The Victoria Police".

The school continued to make use of online and social media to provide a window into the life and learning at Dandenong Primary School. Links to our social media sites are available on our school website at www.dandenongps.vic.edu.au

The percent endorsement by parents on their school satisfaction level was significantly higher than the Victorian state average with 90.2% overall positive endorsement.

Framework for Improving Student Outcomes (FISO)

As part of the 2018 - 2021 Strategic Plan cycle, Dandenong Primary School underwent a view in early May of 2021. Findings from the review concluded that the school had made significant progress towards the Framework for Improved Student Outcomes (FISO) dimensions, with particular highlights around 'Building practice excellence', 'Health and wellbeing' and 'Building communities'. This progress was a result of the sustained and relentless focus on the Key Improvement Strategies (KIS) central to the 2018 - 2021 School Strategic Plan.

The review found that the progress against the school's chosen FISO dimensions and related Key Improvement Strategies (KIS) was supported by the school's leadership structure which included two Leading Teachers to oversee literacy and numeracy learning and teaching, supported by two Learning Specialists. The learning specialist's role targeted improved teacher data literacy, and was transitioning to overseeing pedagogy, curriculum and assessment. Curriculum areas were supported by teams of year level teacher representatives in literacy, numeracy and wellbeing. An overarching school improvement team (SIT) comprising all leadership positions, provided direction and strategic leadership. The review found that teachers and particularly new teachers, acknowledged that high expectations for literacy and numeracy achievement were a feature of the Dandenong Primary School culture, citing practices, resources and support which enabled this focus.

Following the review, the school established a new 2021 - 2025 School Strategic Plan with goals to (i) maximise literacy and numeracy outcomes for all students, (ii) strengthen student engagement, and (iii) strengthen student wellbeing. Work towards these goals has begun in earnest in order to bring about the best possible learning and wellbeing outcomes for every student.

Achievement

During remote learning, 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 continues to be a key priority for 2022.

Teacher judgement for the percentage of students at or above expected standards in English and Mathematics stood at 71% and 56.9% respectively, both down on 2020 results. This decrease in performance was also reflected in NAPLAN results for 2021. Student learning data gleaned from Acer's Progressive Achievement Test (PAT) and Essential Assessment results indicates that school performance will increase in 2022.

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

At Dandenong Primary School, ensuring that students attend school each day is the shared expectation of all families, students and the school. Dandenong Primary School maintained a staged response to student absence which included daily telephone or SMS contact for all unexplained whole day absences and notification to agencies such as the Department of Families, Fairness and Housing (DFFH), Centrelink and the Department of Education & Training (DET) where necessary.

In 2021, 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.

To support student engagement the school maintained its partnership with St Martins Youth Arts Centre which

continues to provide for a weekly after-school drama program. The school maintained its partnership with Ardoch which has provided for a range of opportunities through the Literacy Buddies, Broadening Horizons Experiences and Robotics Programs. The school engaged with the Monash University Faculty of Education and the Monash University Museum of Art (MUMA) around the 'Tree School Project' as well as with The Smith Family to provide for the student2student digital literacy program and a 'Maths Homework Club'.

Unfortunately, the impact of changes to school operations to allow for remote and flexible learning throughout 2021 impacted on the implementation of some of these opportunities for students. On the other hand, a high proportion of students who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period.

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. Nevertheless, the school percent endorsement for 'Sense of Connectedness' and the 'Management of Bullying' decreased in 2021, falling below the otherwise very positive 4-year average.

Whole-school approaches to a systematic, cognitive-behavioural approach used to enhance students' ability to regulate emotions, energy and sensory needs continued through the school's implementation of Zones of Regulation and Play is the Way approaches. 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.

Students of Dandenong Primary School are motivated, independent and inquiring learners with positive mindsets. Ensuring the best possible wellbeing outcomes for every student, alongside learning, continues to be the highest priority for Dandenong Primary School.

Finance performance and position

In 2021, Dandenong Primary School received approximately \$5.2m in revenue and expended approximately \$4.9m resulting in a net operating surplus of approximately \$300,000. This surplus was attributable to the interruption of planned infrastructure works as a result of the COVID-19 pandemic lockdown. 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. 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
<http://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 361 students were enrolled at this school in 2021, 181 female and 180 male.

77 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).

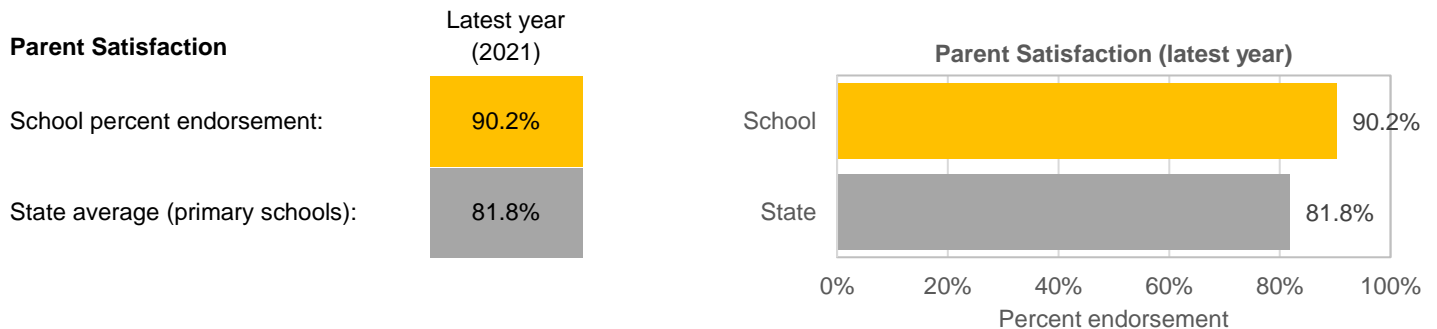
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

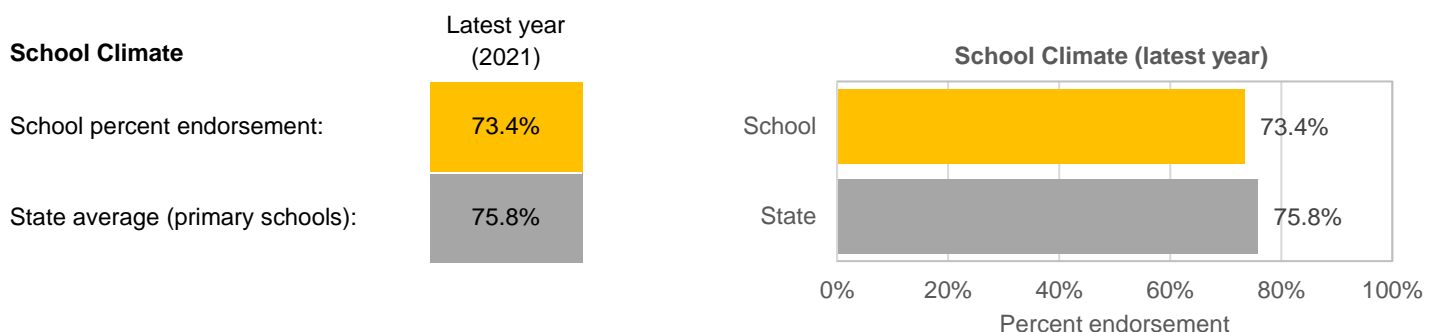


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

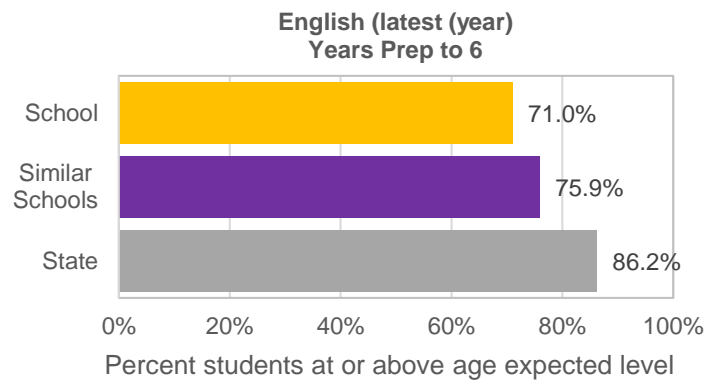
71.0%

Similar Schools average:

75.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

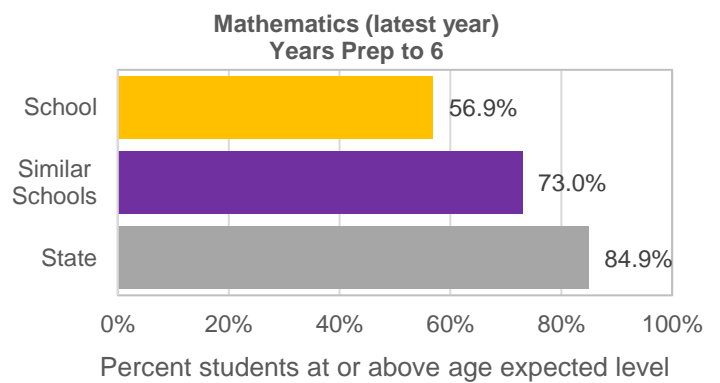
56.9%

Similar Schools average:

73.0%

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.

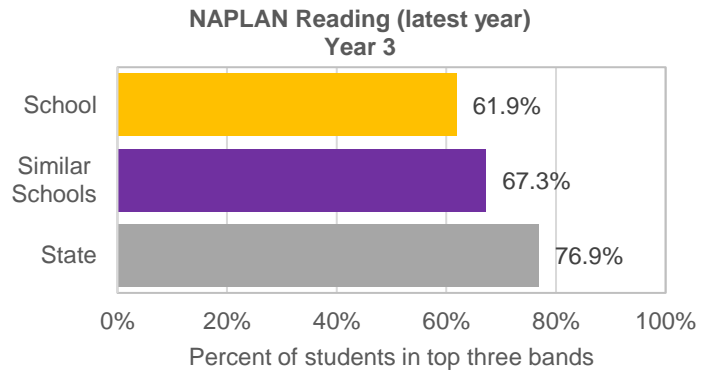
NAPLAN

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.

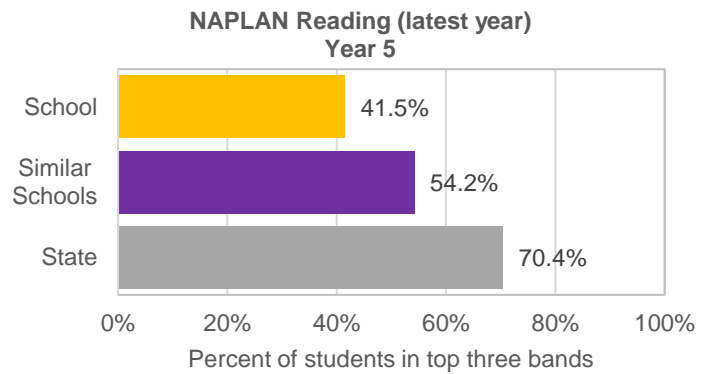
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.9%	67.9%
Similar Schools average:	67.3%	63.6%
State average:	76.9%	76.5%



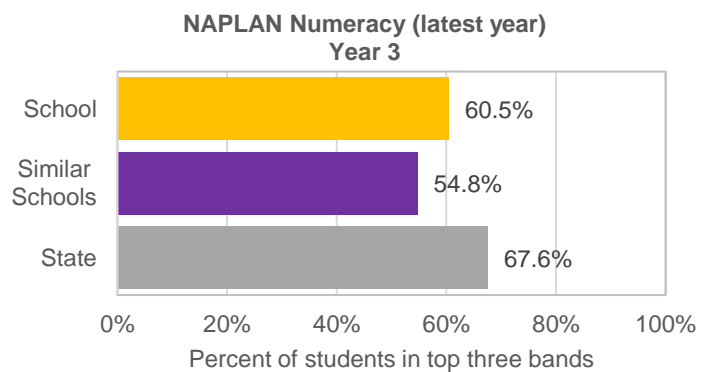
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.5%	42.0%
Similar Schools average:	54.2%	50.8%
State average:	70.4%	67.7%



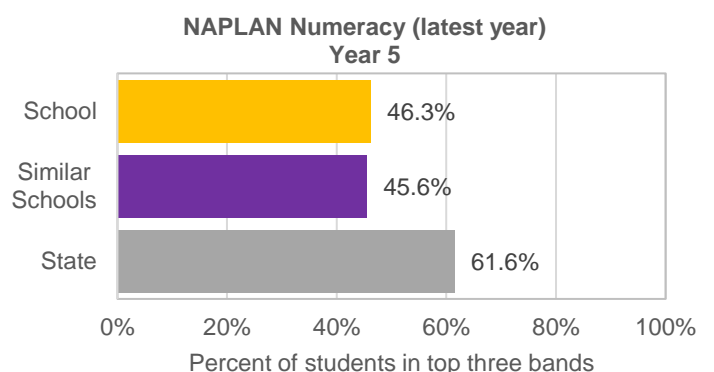
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.5%	59.6%
Similar Schools average:	54.8%	52.0%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.3%	38.9%
Similar Schools average:	45.6%	43.5%
State average:	61.6%	60.0%



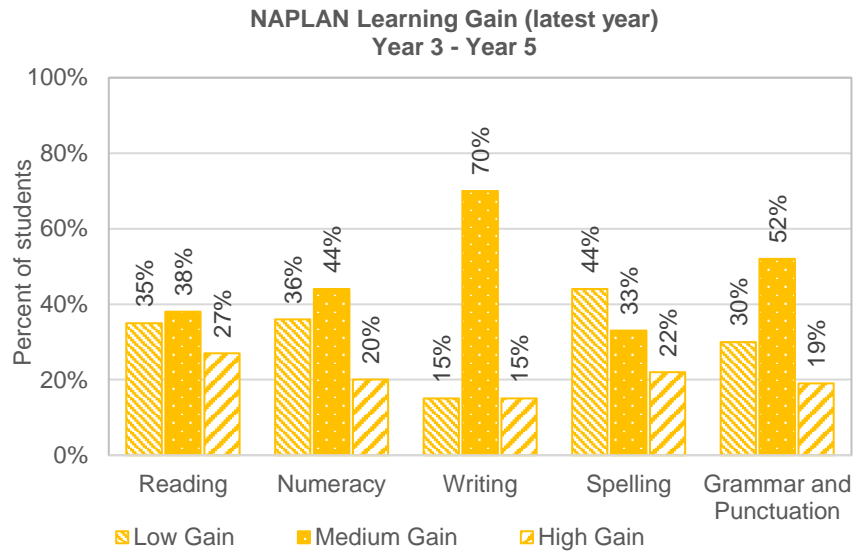
ACHIEVEMENT (continued)

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:	35%	38%	27%	18%
Numeracy:	36%	44%	20%	24%
Writing:	15%	70%	15%	24%
Spelling:	44%	33%	22%	31%
Grammar and Punctuation:	30%	52%	19%	25%



ENGAGEMENT

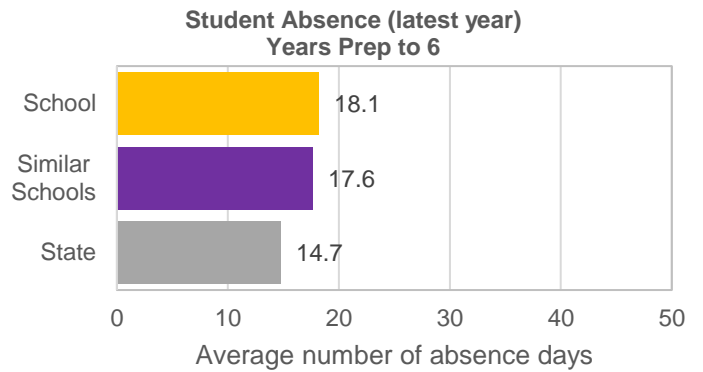
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.1	19.6
Similar Schools average:	17.6	17.3
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):	90%	91%	93%	90%	91%	90%	91%

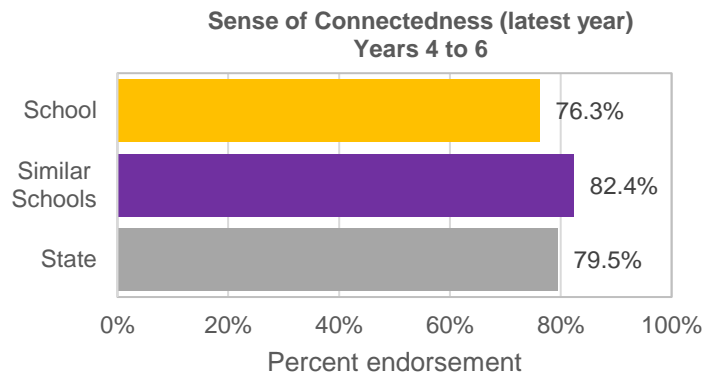
WELLBEING

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:	76.3%	87.7%
Similar Schools average:	82.4%	83.5%
State average:	79.5%	80.4%

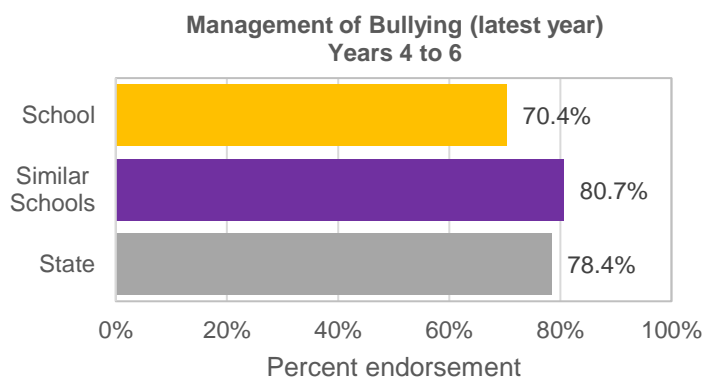


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	70.4%	84.0%
Similar Schools average:	80.7%	81.6%
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	\$4,512,404
Government Provided DET Grants	\$602,961
Government Grants Commonwealth	\$24,984
Government Grants State	\$0
Revenue Other	\$41,237
Locally Raised Funds	\$39,599
Capital Grants	\$0
Total Operating Revenue	\$5,221,184

Equity ¹	Actual
Equity (Social Disadvantage)	\$902,586
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$902,586

Expenditure	Actual
Student Resource Package ²	\$4,351,874
Adjustments	\$5,239
Books & Publications	\$3,995
Camps/Excursions/Activities	\$18,805
Communication Costs	\$5,490
Consumables	\$96,342
Miscellaneous Expense ³	\$14,164
Professional Development	\$17,589
Equipment/Maintenance/Hire	\$71,154
Property Services	\$79,764
Salaries & Allowances ⁴	\$90,195
Support Services	\$119,852
Trading & Fundraising	\$8,302
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,296
Total Operating Expenditure	\$4,919,061
Net Operating Surplus/-Deficit	\$302,122
Asset Acquisitions	\$10,861

- (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	\$620,551
Official Account	\$38,372
Other Accounts	\$0
Total Funds Available	\$658,922

Financial Commitments	Actual
Operating Reserve	\$84,825
Other Recurrent Expenditure	\$7,406
Provision Accounts	\$650
Funds Received in Advance	\$24,913
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$244,424
Asset/Equipment Replacement < 12 months	\$105,000
Capital - Buildings/Grounds < 12 months	\$70,000
Maintenance - Buildings/Grounds < 12 months	\$125,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$662,218

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.