

2022 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 of the previous calendar year 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 April 2023 at 12:47 PM by Daniel Riley (Principal)

- This 2022 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 26 April 2023 at 09:42 PM 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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. With 357 students, 50 nationalities and 38 home languages, 'diversity' is the common language of Dandenong Primary School. The school's vision is to empower every child to reach their highest possible academic, social, and personal achievement potential, within a community-minded school recognised for excellence. The school offers a rich history of excellence in learning and teaching that extends from before 1881 through to today.

From late February to April 2022, following further turmoil in Afghanistan, the school welcomed approximately 40 non-English speaking new arrivals. In response, the school established a specialised English as an Additional Language (EAL) *Early Immersion* English language class to provide targeted support to help new arrivals in the initial stages of learning English. This new targeted support class is now maintained in addition to the school's well established *Mid Immersion* English Language class for students progressing towards English language proficiency.

In total, the school was home to 357 students from Foundation (Prep) to Year 6. The school was made up of three Foundation classes, five composite Year 1/2 classes, four Year 3/4 classes and four Year 5/6 classes. The school provided specialist classes in physical education (PE) and sport, science, technology, engineering and maths (STEM), visual art, performing arts, library and French. 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.

The school's highly dedicated staff and volunteers are almost as diverse as our student population, speaking a range of languages including Dari, Farsi, Urdu, Hindi, Punjabi, Spanish, French, Serbian, Albanian, Greek, Cantonese, Mandarin, Turkish, and English. 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.

The school continued to maintain its Victorian Early Years Award winning *Community Hub* program, bringing local information and services around education, health, community and settlement into a familiar and friendly place for parents and carers. The *Community Hub* aims to help families create friendships and support networks and develop a sense of belonging in the Dandenong Primary School and wider community.

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.

Dandenong Primary School is an exciting place in which to learn and teach. The percent endorsement by parents and carers on their school satisfaction level at 95.9%, as reported in the annual Parent Opinion Survey in 2022, was significantly higher than the Victorian state average of 79.9%. Similarly, percent endorsement by staff on 'School Climate' at 92.5%, as reported in the annual School Staff Survey, was significantly higher than the Victorian state average of 73.4%.

Dandenong Primary School acknowledges that our school is on Country of the Bunurong people of the South-Eastern Kulin Nation. We honour their sovereignty and connection to Country as traditional custodians of the land on which we learn and teach.

Progress towards strategic goals, student outcomes and student engagement

Learning

Dandenong Primary School maintained a significant focus on literacy and numeracy learning and teaching and the foundational skills that children will require to be flourishing lifelong participants in education, employment and the community. The school's literacy and numeracy instruction comprised a number of evidence-based, high impact teaching strategies. Every lesson, in every classroom features goal setting, explicit teaching, differentiated teaching, collaborative learning, questioning and feedback around progress towards learning goals. Teachers and Education Support (ES) staff contribute to the collaborative development and delivery of effective teaching, learning and assessment programs and resources for the students they teach.

The school maintained a number of students funded under the Victorian government's Program for Students with Disabilities (PSD). These students continued to be 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 Education Plans (IEP) for each PSD funded student.

In order to provide extra targeted learning support to the students who struggled most during the disruptions of the COVID-19 pandemic, the school continued to maintain a Tutor Learning & Intervention team of teachers, speech pathologists and support staff.

NAPLAN results for numeracy at Year 3 and 5 in 2022 were close to parity with similar schools. However, teacher judgement of student performance in numeracy for 2022 was less positive compared to similar schools. Ensuring every student leaves Dandenong Primary School strongly numerate and with the mathematics knowledge, skills, capabilities, and dispositions they need to support their chosen pathways and to make complex decisions in a mathematics-rich world continues to be a significant learning focus.

In 2022, the school celebrated its:

- Best Year 3 NAPLAN reading mean scale score result in 12 years
- Best Year 3 NAPLAN spelling mean scale score result on record
- Best Year 3 NAPLAN grammar and punctuation mean scale score result in 12 years
- Best Year 5 NAPLAN writing mean scale score result in 14 years

Wellbeing

Dandenong Primary School's maintained a significant focus on the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life. 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 Respectful Relationships, Zones of Regulation and Play is the Way social and emotional learning approaches.

The 2022 school year saw the introduction of Arts Therapy to support students to explore their emotions, understand conflict or feelings that are causing them distress or unease, and to use art as a means finding resolutions to life's challenges.

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 Community Hubs Australia, Foundation House, Ardoch, St Martins Youth Arts Centre, Oz Harvest, Monash Health, the Afghan Women's Organisation Inc, the Song Room, among others, to collectively meet the diversity of our student and families' needs.

In terms of the Year 4 to 6 student Attitudes to School Survey positive endorsement of:

- Their 'Sense of Connectedness' at 86.3% was above similar schools (83%) and the Victorian state (78.1%) averages.
- The school's 'Management of Bullying' at 85% was above similar schools (79.6%) and Victorian state average (75.8%).

Ensuring the best possible wellbeing outcomes for every student, alongside learning, continued to be the highest priority for Dandenong Primary School in 2022, supporting students who are motivated, independent and inquiring learners with positive mindsets.

Engagement

In 2022, 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 friendship club, STEM club and chess club.

To support student engagement the school continued to maintain a strong partnership with St Martins Youth Arts Centre which continues to provide for a weekly after-school drama program. This work culminated in the production of *Gene Tree: Listen. Now. Again.* at Royal Botanic Gardens Victoria's Melbourne Gardens which, at the time of writing, has resulted in three Green Room Awards nominations.

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 community continued to enjoy the support of The Smith Family in providing for the student2student digital literacy program and a 'Maths Homework Club'.

At Dandenong Primary School, ensuring that students attend school each day is the shared expectation of all families, students and the school. Through regular monitoring of attendance and absence patterns, and reviewing the excuses given for absences, the school was able to identify and respond to students at risk. Dandenong Primary School maintained a staged response to student absence 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 where necessary.

With the resumption of air travel as worldwide restrictions due to the COVID-19 pandemic began to ease, a number of families travelled to visit family overseas which has impacted the school's 2022 attendance rate.

Other highlights from the school year

The 2022 school year presented a range of new challenges for schools across Victoria with COVID-19 continuing to impact student attendance and staffing. Nevertheless, there was much to be celebrated in the Dandenong Primary School community including:

- The return of the school's Year 5 Malmsbury outdoor adventure and Year 6 Melbourne City experience camps
- The return of school swimming, onsite homework clubs and sports clinics
- Victorian Community Hubs announced as collective winners of the Victorian Multicultural Commission 'Multicultural Awards for Excellence' in the category of 'Early Childhood Education'.
- Dandenong Primary School being home to the Afghan Women's Organisation Weekly Community Kitchen program for newly arrived Afghan women
- A visit from the Afghanistan women's national football team and Football Victoria clinics
- Our work with Monash University Museum of Art (MUMA) arts outreach project
- The community planting of around 100 native manna gums, acacias and sheoks around the school grounds as part of the *Planting Trees for The Queen's Jubilee Program*

Financial performance

In 2022, Dandenong Primary School expended all of its \$5.59m revenue resulting in a net operating deficit of \$18,615. The school made a significant investment in improved achievement, engagement and wellbeing for all students and in maintaining the school's 1881 buildings 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, arts therapist, 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 2.0 (FISO 2.0).

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 357 students were enrolled at this school in 2022, 182 female and 175 male.

76 percent of students had English as an additional language and NDP 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).

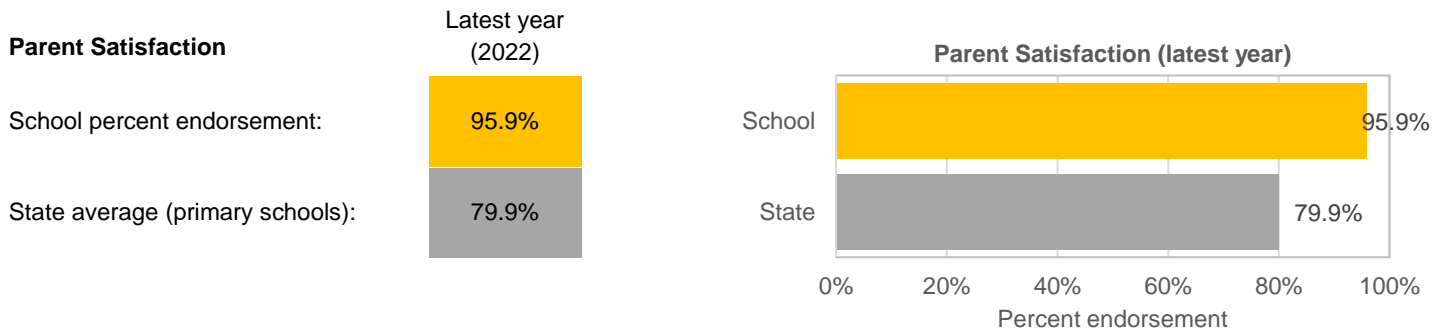
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

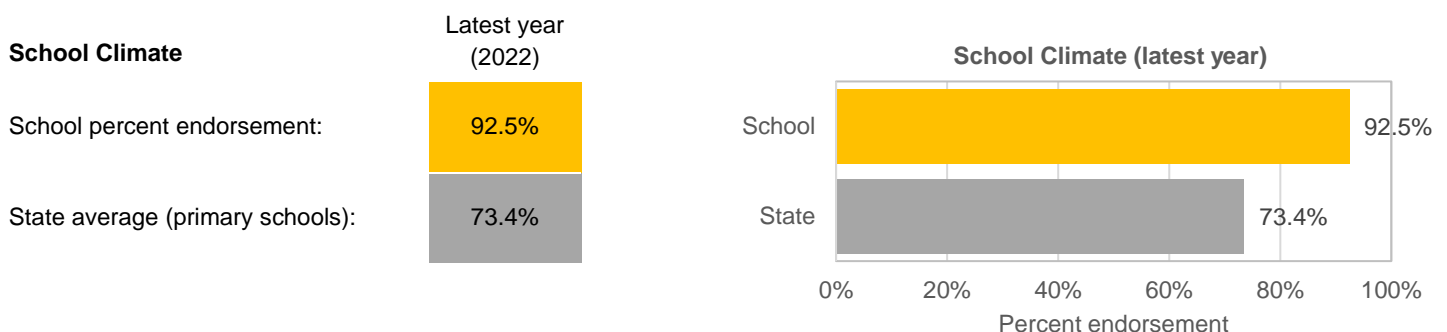


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

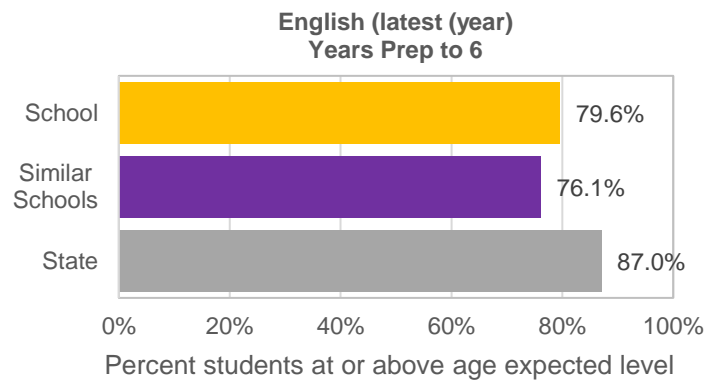
79.6%

Similar Schools average:

76.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

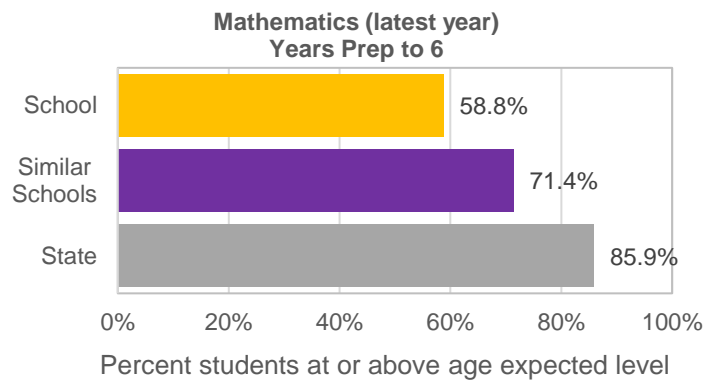
58.8%

Similar Schools average:

71.4%

State average:

85.9%



LEARNING (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.

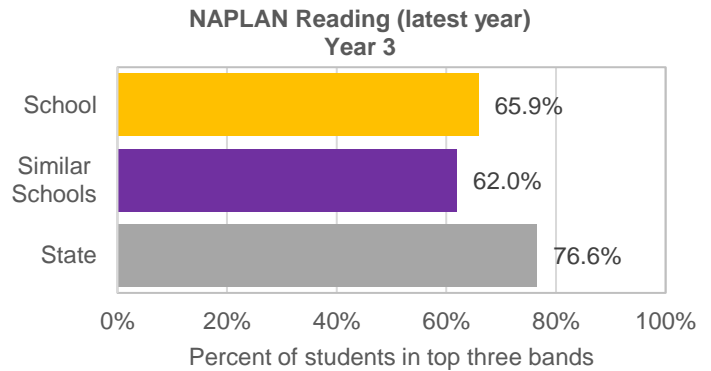
NAPLAN

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 2019, 2021 and 2022 data.

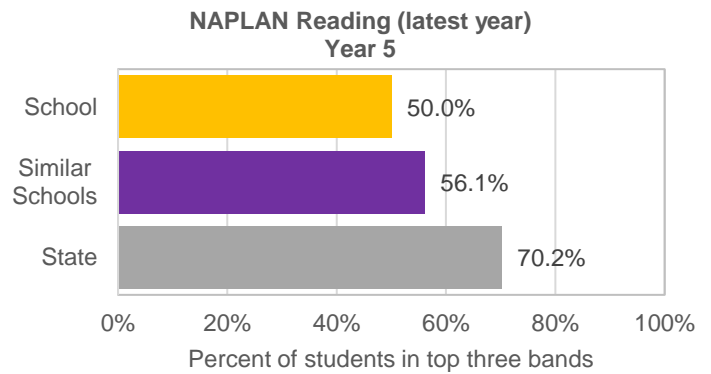
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.9%	62.3%
Similar Schools average:	62.0%	62.9%
State average:	76.6%	76.6%



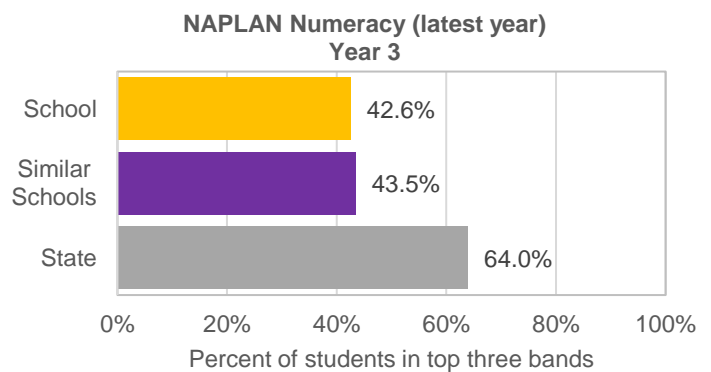
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	45.9%
Similar Schools average:	56.1%	54.1%
State average:	70.2%	69.5%



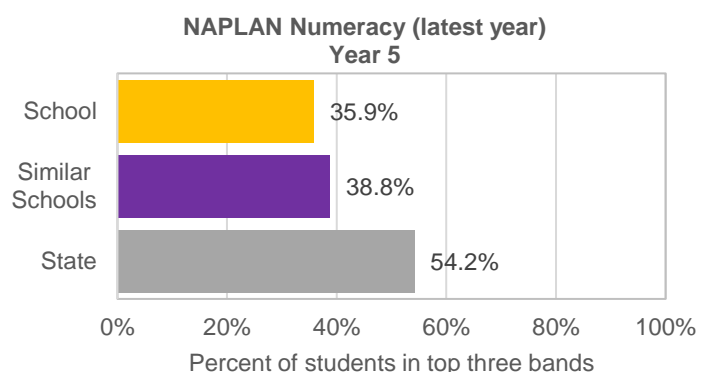
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.6%	53.8%
Similar Schools average:	43.5%	47.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	35.9%	42.3%
Similar Schools average:	38.8%	42.8%
State average:	54.2%	58.8%



WELLBEING

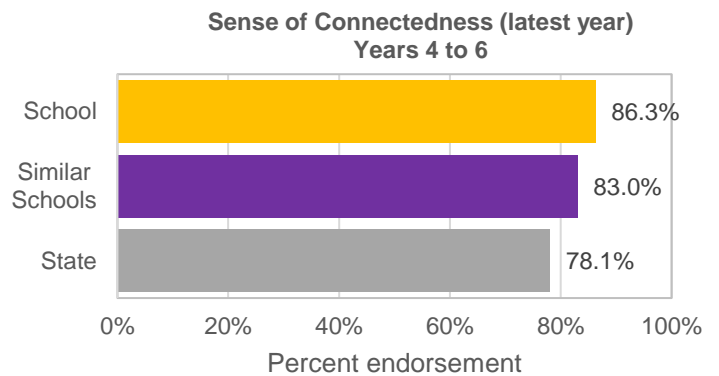
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	86.3%	85.7%
Similar Schools average:	83.0%	83.6%
State average:	78.1%	79.5%

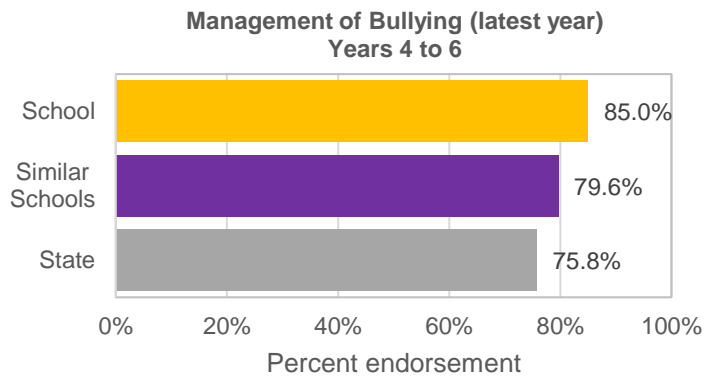


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	85.0%	82.3%
Similar Schools average:	79.6%	81.3%
State average:	75.8%	78.3%



ENGAGEMENT

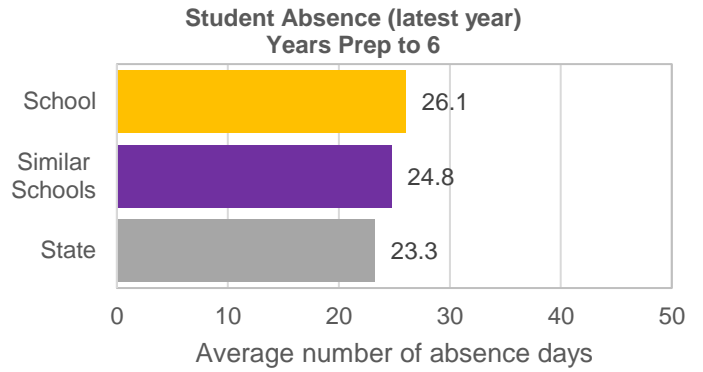
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.1	21.6
Similar Schools average:	24.8	20.0
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	84%	86%	87%	88%	86%	90%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,693,858
Government Provided DET Grants	\$695,203
Government Grants Commonwealth	\$114,974
Government Grants State	\$0
Revenue Other	\$26,582
Locally Raised Funds	\$66,547
Capital Grants	\$0
Total Operating Revenue	\$5,597,165

Equity ¹	Actual
Equity (Social Disadvantage)	\$918,517
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$918,517

Expenditure	Actual
Student Resource Package ²	\$4,648,781
Adjustments	\$0
Books & Publications	\$4,557
Camps/Excursions/Activities	\$72,878
Communication Costs	\$4,296
Consumables	\$130,025
Miscellaneous Expense ³	\$13,132
Professional Development	\$29,103
Equipment/Maintenance/Hire	\$50,129
Property Services	\$146,899
Salaries & Allowances ⁴	\$331,361
Support Services	\$137,934
Trading & Fundraising	\$9,055
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,628
Total Operating Expenditure	\$5,615,780
Net Operating Surplus/-Deficit	(\$18,615)
Asset Acquisitions	\$15,560

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$536,401
Official Account	\$41,855
Other Accounts	\$0
Total Funds Available	\$578,255

Financial Commitments	Actual
Operating Reserve	\$138,702
Other Recurrent Expenditure	\$0
Provision Accounts	\$650
Funds Received in Advance	\$23,491
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$250,000
Asset/Equipment Replacement < 12 months	\$51,500
Capital - Buildings/Grounds < 12 months	\$115,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$579,343

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.