

# 2020 Annual Report to The School Community



School Name: Dandenong West Primary School (4217)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 21 April 2021 at 02:28 PM by Beverley Hansen (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 28 April 2021 at 11:45 AM by Samantha Woolcock (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

The Dandenong West School vision is to 'Inspire a passion for learning that motivates us to live life with enthusiasm and a positive attitude'. Our school values are known by the acronym 'HEART' this stands for Honesty, Empathy, positive Attitude, Respect, and Tolerance. Our Vision and Values are supported by our Guiding Principles and together they underpin learning, teaching and all aspects of our school. The Guiding Principles describe our commitment to learning, community and wellbeing.

Dandenong West PS is situated within the City of Greater Dandenong, the most culturally diverse locality in Victoria. Our 2020 Student Resource Package was based on an enrolment of 297 students, our SFO was 0.7752, the SFOE was 0.6235, with approximately two thirds receiving EAL contingency funding. A significant proportion of our students are designated as 'likely to be from refugee background'. Our students come from a variety of cultural backgrounds, these include; Eastern European, Western European, Indian, Sri Lankan and various African nations. Many of the students have been in Australia for less than five years.

Our workforce consists of; two Principal class members, two leading teachers, a Learning specialist, twenty-two teachers, and sixteen Education Support staff.

The school implements the priorities of the Victorian education system, emphasising the importance of providing all students with strong foundations in literacy and numeracy. The school provides an English as an Additional Language program to support students for whom English is not their first language. The school has developed a number of programs to improve student progress; including Reading Intervention and phonemic awareness programs. To ensure we are continuing to build teacher capacity our Instructional Coach and Learning Specialist work closely with teams and individual teachers providing professional learning, coaching and mentoring.

We are committed to implementing the DET Professional Learning Communities initiative, with rigor and fidelity, to ensure all learning is focused on student progress.

Dandenong West has an extensive Well Being Team to support the needs of students and families. We have developed numerous partnerships with agencies, services, schools and organisations that enable us to offer a broad range of opportunities to all students and families. The Dandenong West Community Hub supports the building of the social capital and engages parents and carers with the school and student learning.

The facilities upgrade is now complete, the almost one hundred year old main building has been rejuvenated externally and extensively renovated internally, and this, along with the new classroom block and new multipurpose building has resulted in all buildings being either built or renovated within the last ten years.

### Framework for Improving Student Outcomes (FISO)

In 2020, Dandenong West PS has continued to focus on two priority areas: 'Building practice excellence' and 'Setting expectations and promoting inclusion'. This has included:

- professional learning and coaching
- strengthening our Professional Learning Communities
- developing our knowledge of the implementation of Rights, Responsibilities and Respectful Relations
- empowering students to have agency over their learning

The move to Remote and Flexible learning required us to adjust our Annual Implementation Plan actions and activities to meet the changed learning needs of staff and students. We were able to refocus on our Instructional Model and in particular on learning goals, feedback, differentiation and targeted teaching. Teachers planned feedback that was directly related to learning goals. They implemented targeted teaching groups to meet needs that were identified from student data. Seesaw and Onenote were used both to deliver lessons and provide feedback. Office 365 Teams and Webex enabled staff to work directly with individuals or groups for targeted teaching.

We have continued to develop the leadership skills of staff through Leadership meetings and through their leading of learning at Staff Professional Learning Meetings. We were excited that two of our current staff were the successful applicants for the Learning Specialists positions that we advertised at the end of 2020.

We have continued to develop a 'Positive climate for learning' within our school. The Berry Street Educational Model has been incorporated into our Personal and Social Learning curriculum to ensure we are setting high expectations and promoting inclusion. Staff are working from the curriculum and have been able to assess students more accurately against the indicators.

Our Equity funding has been used to employ additional staff for specific programs such as Reading Intervention, Speech Pathology, to support the acquisition of language, additional Education Support Staff, to work closely with individual students, and for Professional Learning to improve the quality of learning and teaching.

We use the FISO Continua for School Improvement to evaluate our progress and diagnose areas which require further work.

**Achievement**

2020 was a challenging year to ensure continuous progress was made by students. Throughout the lockdowns we continued to plan for progress using student data to inform planning. As staff increased their knowledge and use of digital tools during remote learning we were able to move from asynchronous learning to synchronous learning, more of the time. Staff continued to collaborate in Professional Learning Communities so that learning and assessment was planned for during remote learning. Teachers provided specific feedback to students to improve the quality of their work and worked closely with parents when students required additional support. Many of our students demonstrated the ability to take agency over their learning, through self-directed learning and managing their time on tasks. The return to onsite learning enabled students and staff to reconnect, strengthen relationships, the accurate assessment of student learning, the provision of feedback and planning for future learning needs. While some students continued to make the expected progress other students, made little progress during remote learning and a few regressed. The reasons for this were varied, some families were unable to provide support due to their English skills or technology skills, some families were unable to establish routines at home or there were health issues.

As Naplan was not conducted in 2020 the Annual Report only provides information that references teacher judgements of student achievement when measured against the Victorian curriculum. Our English data shows that while our students are below the State Average they are only slightly (.3%) below schools that have a similar demographic as Dandenong West. In Mathematics the gap between Dandenong West and schools with a similar demographic is 20.4%. In 2021 we will continue to build the capacity of teachers in Literacy and Mathematics as well as provide additional support for students so that they can progress towards achievement standards or be extended in their learning.

We have supported the outcomes for students who are funded through the Program for Students with Disabilities by providing Education Support Staff in classrooms and by providing equipment to enhance their learning. Our PSD students continue to progress in their learning.

**Engagement**

During 2020 the Dandenong West staff maintained engagement with students and families, through regular phone calls, emails, and online meetings. At the commencement of the initial lockdown all staff were provided with pre-paid phones so that they could make daily contact. Once we had rolled devices out to students phone messaging decreased as we were able to engage with students and families in multiple ways. Our junior school used the Seesaw platform to deliver tasks and to enable parents to engage with their child's learning. The senior students moved to using Onenote, Office 365 Teams and Webex. We also used a several different methods to keep families informed during remote and flexible learning. This included emailing newsletters, Website updates, SMS messaging, Skoolbag app, interpreting and translating services; we intend to continue to use a range of methods in 2021.

Our strategies to encourage regular attendance have continued to support strong attendance data as both the 2020 data and the four year average are better than both state and similar schools. (refer to Engagement data)

**Wellbeing**

Wellbeing has always been a high priority at Dandenong West, we are committed to supporting all members of our school community. During 2020 we were able to support families by providing food packages, loaning laptops and ipads - every family that needed a device was loaned one and many were loaned more than one device, internet access was sourced for families while we waited for the DET dongles to be provided. We were able to secure the donation of enough free books (picture story, fiction & non-fiction) to give every student a pack of 2 or 3 high quality books to read at home. Our Community Hub maintained connections with families online and continued to run English classes and Playgroup using Webex and Zoom. A fitness class was also started along with 'chat' sessions to support both the physical and mental health of parents and carers. As a result of the Bridging the Digital Divide initiative we gave 140 devices to families.

We invited all students from the 'vulnerable' categories to our onsite learning program as well as students we thought would benefit emotionally and academically from being onsite.

### **Financial performance and position**

In 2020 Dandenong West PS finished with a surplus. Due to Covid 19 we did not need to spend as much as we had planned for in some budgets; particularly Casual Relief Staff and Professional Learning. Our Equity funding was primarily used to employ additional staff to support student progress as well as professional learning and purchase laptops and other resources for programs designed to improve student outcomes.

The school has received funds from the Federal Government for a Chaplain, from the Scanlon Foundation for a Community Hub, and from City of Greater Dandenong a support a number of programs and initiatives.

The school council has not entered into any financial arrangements.

**For more detailed information regarding our school please visit our website at**  
[www.dandenongwestps.vic.edu.au](http://www.dandenongwestps.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 298 students were enrolled at this school in 2020, 148 female and 150 male.

82 percent of students had English as an additional language and 2 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.

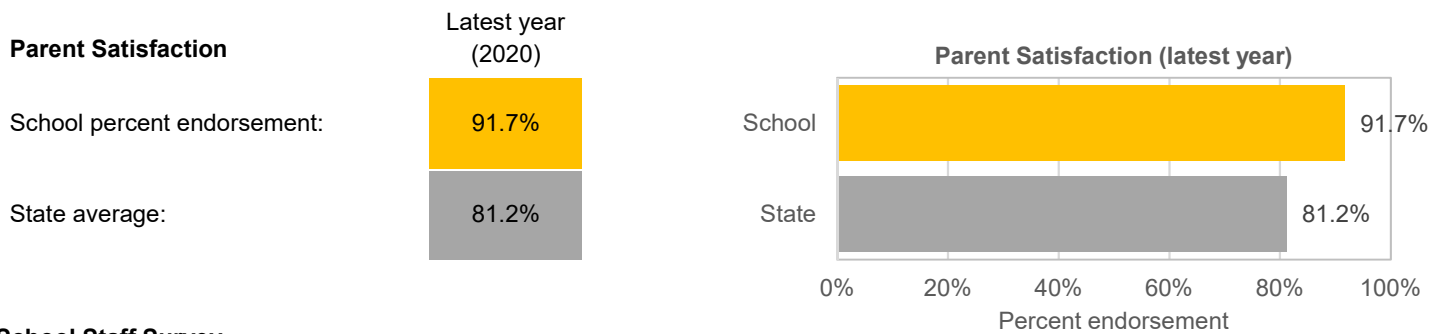
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

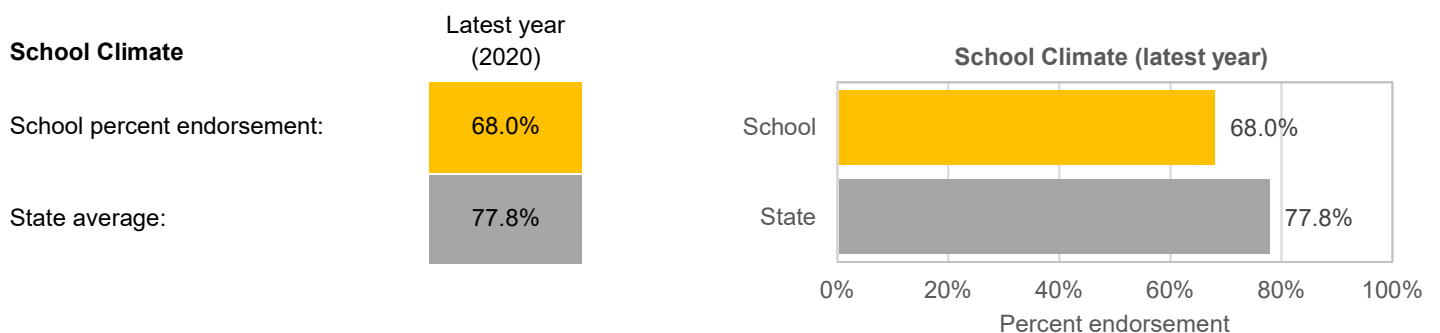


### School Staff Survey

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:

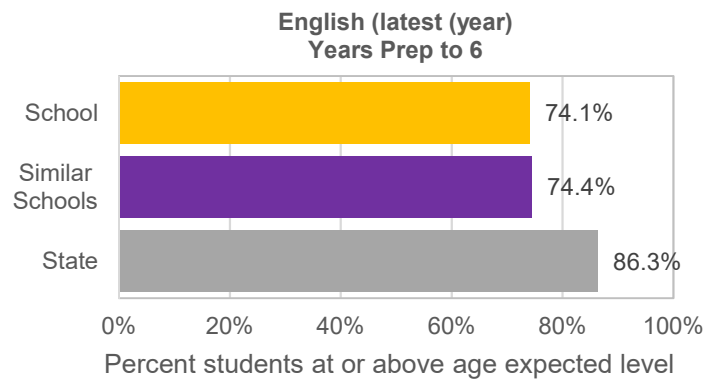
74.1%

Similar Schools average:

74.4%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

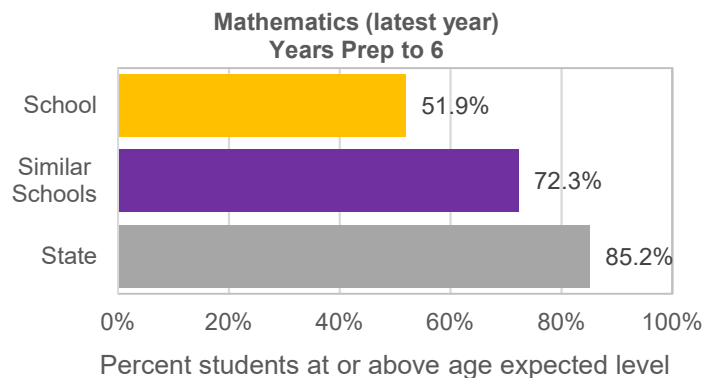
51.9%

Similar Schools average:

72.3%

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

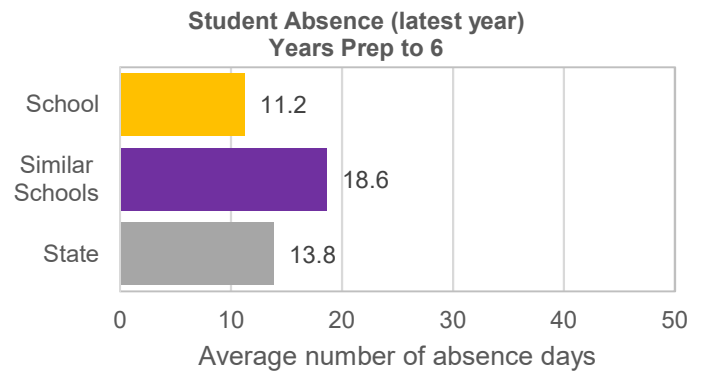
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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: | 11.2               | 12.9           |
| Similar Schools average:               | 18.6               | 17.8           |
| 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): | 95%  | 90%    | 94%    | 95%    | 96%    | 96%    | 93%    |

## WELLBEING

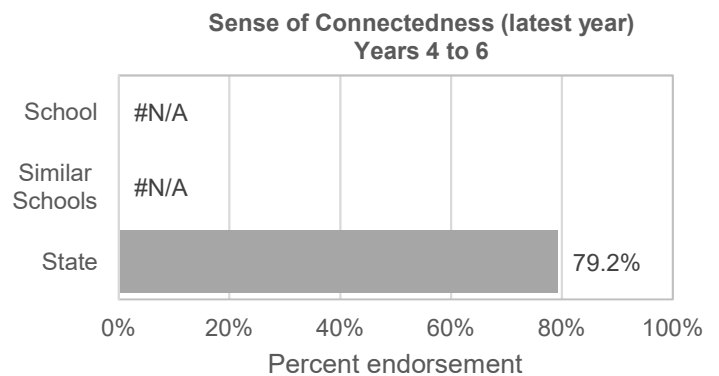
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:         | NDA                | 87.3%          |
| Similar Schools average:            | NDP                | 84.3%          |
| State average:                      | 79.2%              | 81.0%          |



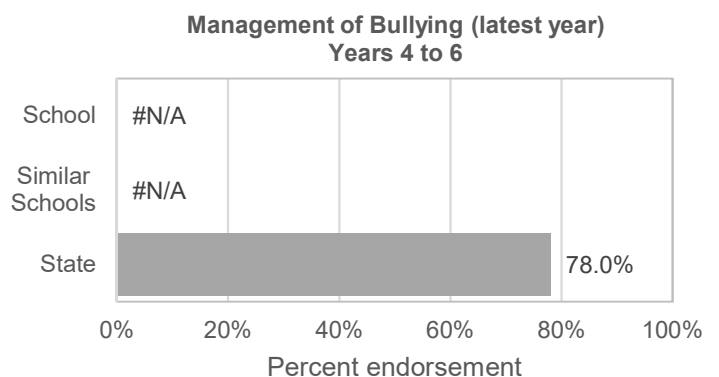
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:         | NDA                | 81.0%          |
| Similar Schools average:            | NDP                | 82.0%          |
| 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       | \$3,397,450        |
| Government Provided DET Grants | \$596,185          |
| Government Grants Commonwealth | \$84,957           |
| Government Grants State        | \$28,493           |
| Revenue Other                  | \$8,707            |
| Locally Raised Funds           | \$43,710           |
| Capital Grants                 | NDA                |
| <b>Total Operating Revenue</b> | <b>\$4,159,502</b> |

| Equity <sup>1</sup>                                 | Actual           |
|---|------------------|
| Equity (Social Disadvantage)                        | \$764,920        |
| Equity (Catch Up)                                   | NDA              |
| Transition Funding                                  | NDA              |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA              |
| <b>Equity Total</b>                                 | <b>\$764,920</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$3,470,426        |
| Adjustments                           | NDA                |
| Books & Publications                  | \$519              |
| Camps/Excursions/Activities           | \$19,119           |
| Communication Costs                   | \$12,504           |
| Consumables                           | \$66,525           |
| Miscellaneous Expense <sup>3</sup>    | \$9,821            |
| Professional Development              | \$20,670           |
| Equipment/Maintenance/Hire            | \$106,848          |
| Property Services                     | \$39,497           |
| Salaries & Allowances <sup>4</sup>    | \$119,862          |
| Support Services                      | \$91,989           |
| Trading & Fundraising                 | \$29,828           |
| Motor Vehicle Expenses                | NDA                |
| Travel & Subsistence                  | \$391              |
| Utilities                             | \$32,371           |
| <b>Total Operating Expenditure</b>    | <b>\$4,020,367</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$139,134</b>   |
| <b>Asset Acquisitions</b>             | <b>\$125,559</b>   |

- (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**

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$769,430        |
| Official Account              | \$37,949         |
| Other Accounts                | NDA              |
| <b>Total Funds Available</b>  | <b>\$807,379</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---|------------------|
| Operating Reserve                           | \$86,201         |
| Other Recurrent Expenditure                 | \$7,885          |
| Provision Accounts                          | NDA              |
| Funds Received in Advance                   | \$35,360         |
| School Based Programs                       | \$5,216          |
| Beneficiary/Memorial Accounts               | \$3,961          |
| Cooperative Bank Account                    | NDA              |
| Funds for Committees/Shared Arrangements    | \$35,000         |
| Repayable to the Department                 | \$107,000        |
| Asset/Equipment Replacement < 12 months     | \$125,000        |
| Capital - Buildings/Grounds < 12 months     | \$210,000        |
| Maintenance - Buildings/Grounds < 12 months | \$19,000         |
| Asset/Equipment Replacement > 12 months     | NDA              |
| Capital - Buildings/Grounds > 12 months     | \$100,000        |
| Maintenance - Buildings/Grounds > 12 months | NDA              |
| <b>Total Financial Commitments</b>          | <b>\$734,624</b> |

*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.*