

2021 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).
- 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 03 May 2022 at 08:28 AM by Beverley Hansen (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 06 May 2022 at 07:41 AM by Samantha Woolcock (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

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 2021 Student Resource Package was based on an enrolment of 284 students, our SFO was 0.7279, the SFOE was 0.5965, with approximately two thirds receiving EAL contingency funding. A significant number of our students are designated as 'likely to be from a refugee background'. The largest proportion of our students come from Afghanistan, then from India, Australia, Pakistan, Sudan, Viet Nam, Ethiopia and a number of other countries. The majority of our students speak a language other than English at home.

Our workforce consists of; two Principal class members, three leading teachers, two Learning specialists, nineteen teachers, and twenty 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. We have employed tutors to support students who did not progress as expected during remote learning. To ensure we are continuing to build teacher capacity our Leading teachers and Learning Specialists work closely with teams and individual teachers providing professional learning, coaching and mentoring.

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

The Dandenong West Wellbeing Team supports 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.

Framework for Improving Student Outcomes (FISO)

In 2021, Dandenong West PS has focussed on the DET priority areas of : 'Learning, catch-up and extension, Happy, healthy and active kids and Connected Schools. To work towards meeting our targets we have prioritised:

- 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 moves in and out of 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 continued to focus on our Instructional Model and in particular on learning goals, feedback, differentiation and targeted teaching. Teachers implemented face to face 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 strengthen the capacity of teachers through Professional Learning Meetings and the leadership skills of staff through Leadership meetings and through their leading of learning during Professional Learning Communities meetings.

Achievement

The challenges of 2020 continued to be evident in 2021, as we strove to ensure all students made continuous progress. Throughout the lockdowns we continued to plan for progress using student data to inform planning. Staff proficiency in the use of digital tools saw an increased use of synchronous learning. 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.

Naplan was again implemented in 2021 (it was not implemented in 2019). In Reading and Numeracy we are below similar schools at both Year 3 and Year 5. The data showing 'Learning Gain' between Year 3 and Year 5 demonstrates that in Reading more of our students made more 'high' gains than students in similar schools, in Writing more of our students made 'high' gains than those in similar schools and in Numeracy our less of our students made 'high' gains than in similar schools. We have identified areas of improvement, in particular in Reading and Writing, and have implemented strategies to further support student progress in all areas. These include, tutoring using specific intervention programs, including phonemic awareness and comprehension. We will continue to closely monitor student learning, tracking individual student data, to ensure we are meeting each individual student's learning needs. In 2022 we will refocus our efforts to strengthen teacher capacity 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 will also ensure our Professional Learning Communities are implemented with rigor and fidelity.

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 2021 the Dandenong West staff maintained engagement with students and families, through regular phone calls, emails, and online meetings.

Our junior school used the Seesaw platform and Webex to deliver tasks and face to face learning and to enable parents to engage with their child's learning. The senior students used Onenote, Office 365 Teams and Webex. We also used 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 2022.

Our strategies to encourage regular attendance have continued to support strong attendance data as both the 2021 data and the four year average are better than both state and similar schools. (refer to Engagement data)

At Dandenong West we believe that learning and Student Engagement are dependent on building strong relationships between, students, teachers and families. Our HEART values (Honesty, Empathy, positive Attitude, Respect, Tolerance) and our school rules aligned to these values guide all interactions with and between students and teachers. We have a range of opportunities for students to participate in leadership activities. During Remote Learning we invited all of our PSD students and 'at risk' students to our onsite learning program to ensure they remained engaged with their learning. We will continue to implement the Every Day Counts initiative and to monitor absences closely. While extended overseas holidays account for a portion of our absences we understand the need to work closely with families and agencies to make every attempt to ensure students are at school so that their learning continues to progress. We are confident we are implementing programs and supports that address student learning needs while engaging our students in authentic learning opportunities, we are looking forward to reintroducing many of the programs that lapsed due to Covid 19 regulations, including our School Choir, sporting activities and drama groups. In our Foundation and Year 1 classes we implement a play-based, investigative approach to ensure a smooth transition between pre-school and school, to promote oral language and to engage students in hands on learning. In the Senior school we implement Project-based learning to enable our students to actively explore real-world problems and challenges.

Wellbeing

At Dandenong West we are committed to ensuring the Wellbeing of our students and families. Our Wellbeing Team is led by a Leading Teacher who works alongside our Youth Worker, Community Hub Leaders, a school Chaplain and Education Support staff to plan programs and interventions to support students and families. Our Community Hub offers learning opportunities for adults everyday and aims to build the social capital of families. Our wellbeing team are available to counsel students and support those having issues or problems at school. Dandenong West Primary School has a strong transition program in place to support the various transitions of our students, including into Foundation, out of grade six and through the levels within the school. We maintain strong links with the local Secondary Schools to ensure a smooth transition. We have established programs to support students to develop strategies and resilience that will support them through this transition phase. During 2021 we were able to support families by providing food packages, accessing agencies and organisations for additional support, such as medical, and ensuring that any family who needed needed a device was loaned one. Our Community Hub maintained connections with families online and continued to run English classes and Playgroup using Webex and Zoom. A fitness class and 'chat' sessions continued online to support both the physical and mental health of parents and carers. We have worked hard to improve our students' sense of safety within and beyond the classroom. Our students are well connected to our school as evidenced by our Students Attitudes to School data which is both above similar schools and state. We have implemented a range of programs to improve safety through developing empathy and understanding of each other. We plan to implement a number of responses to bullying, some of which will be student led, and will be supported by information to and from parents.

Finance performance and position

In 2020 Dandenong West PS finished with a deficit. For many years Dandenong West PS has been a school with a high mobility rate, due to the high number of rental properties and our demographics. With the significant decrease in immigration due to Covid 19 there were not new enrolments to replace the families who moved out of the area. We had planned for the possibility of a deficit and have money in reserve to repay the the department. 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 Community Hubs Australia for a Community Hub leader, 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

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 285 students were enrolled at this school in 2021, 141 female and 144 male.

79 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).

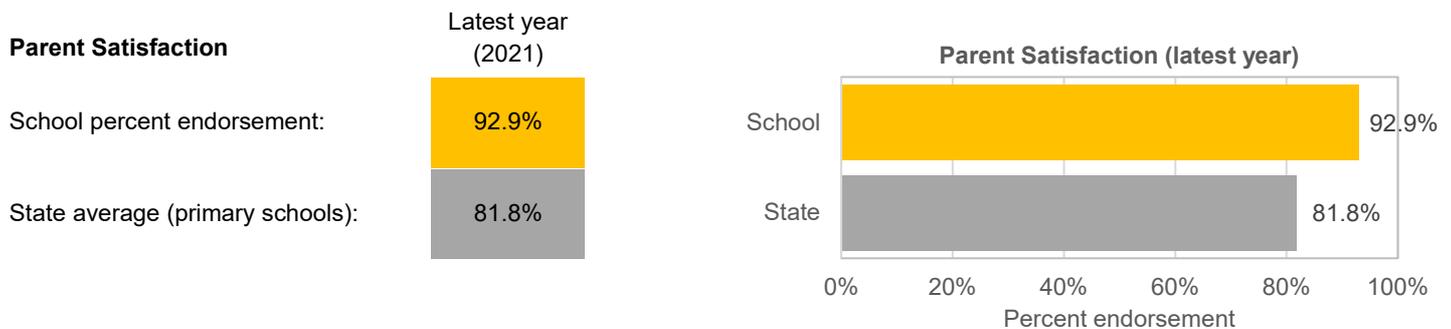
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

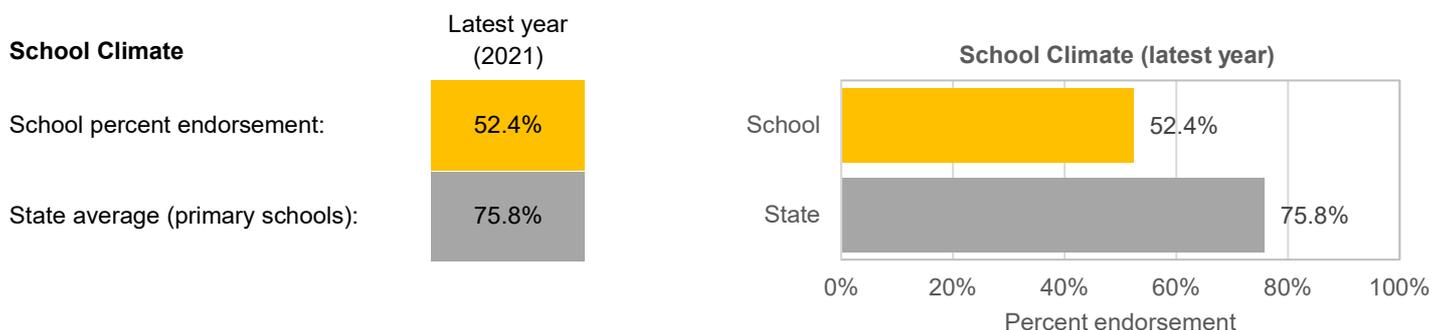


School Staff Survey

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:

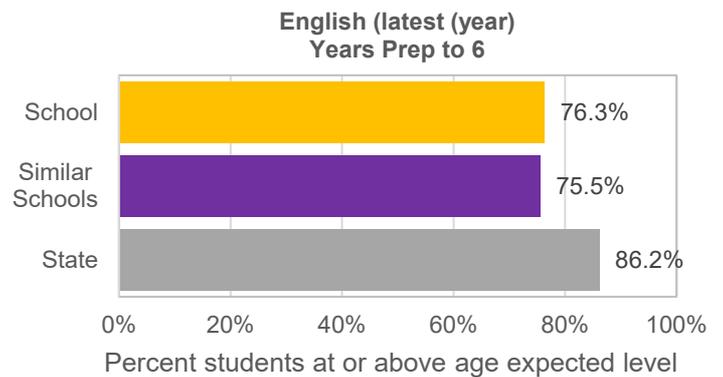
76.3%

Similar Schools average:

75.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

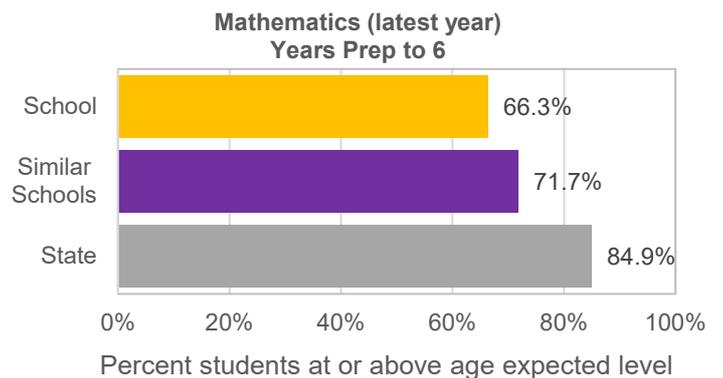
66.3%

Similar Schools average:

71.7%

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.

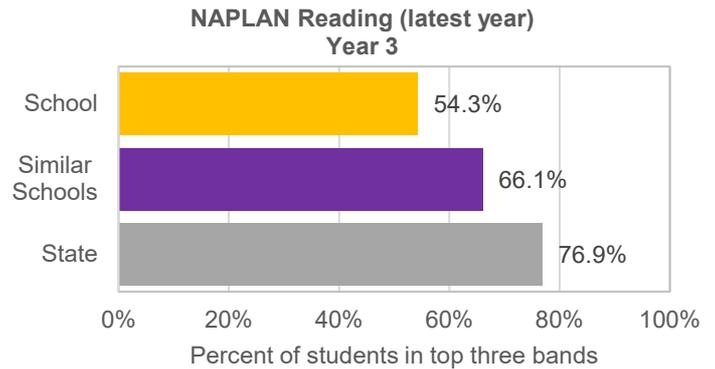
NAPLAN

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.

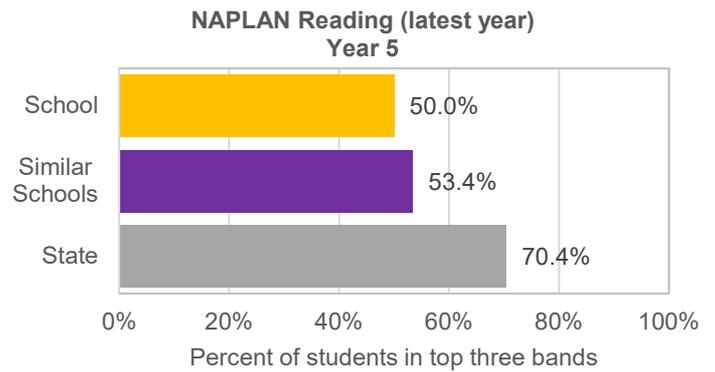
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.3%	59.5%
Similar Schools average:	66.1%	62.7%
State average:	76.9%	76.5%



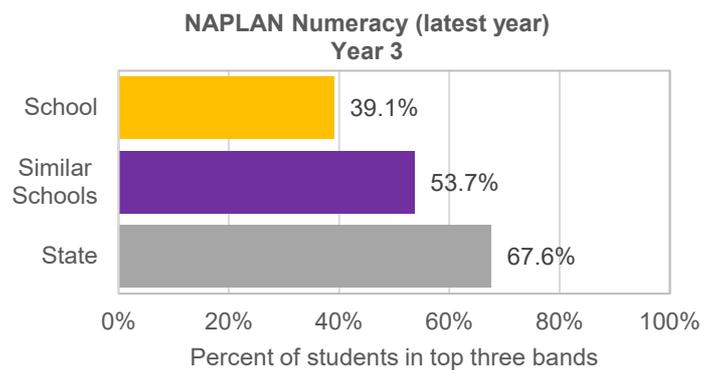
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	45.1%
Similar Schools average:	53.4%	49.7%
State average:	70.4%	67.7%



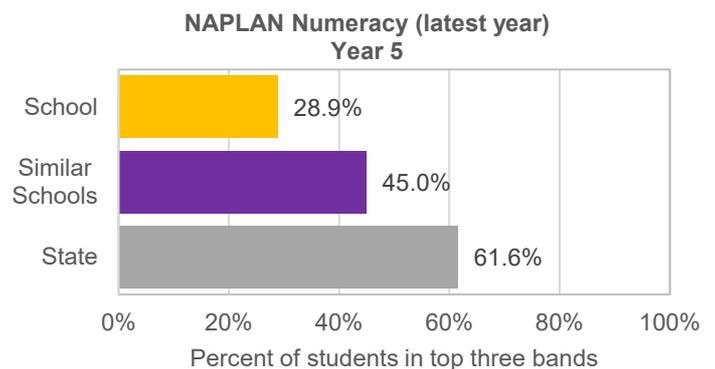
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	39.1%	42.9%
Similar Schools average:	53.7%	50.9%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	28.9%	39.5%
Similar Schools average:	45.0%	42.7%
State average:	61.6%	60.0%



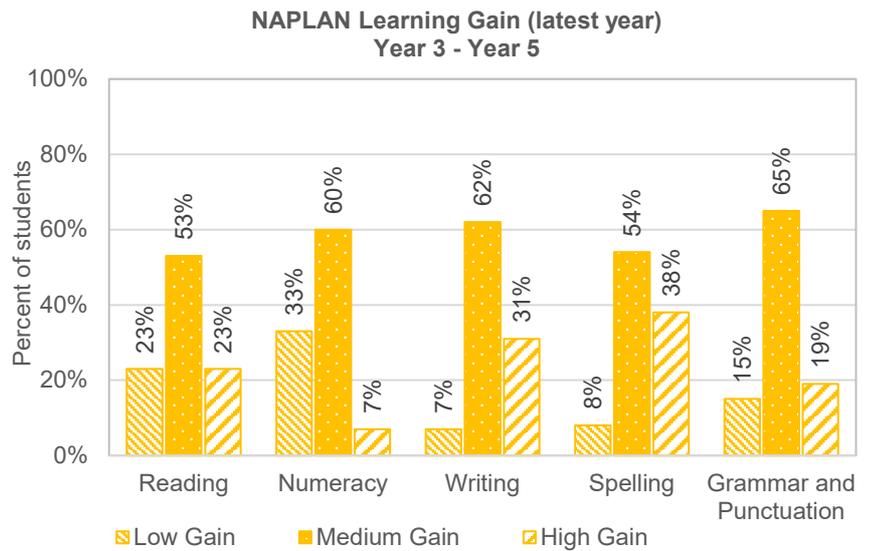
ACHIEVEMENT (continued)

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:	23%	53%	23%	19%
Numeracy:	33%	60%	7%	24%
Writing:	7%	62%	31%	23%
Spelling:	8%	54%	38%	31%
Grammar and Punctuation:	15%	65%	19%	25%



ENGAGEMENT

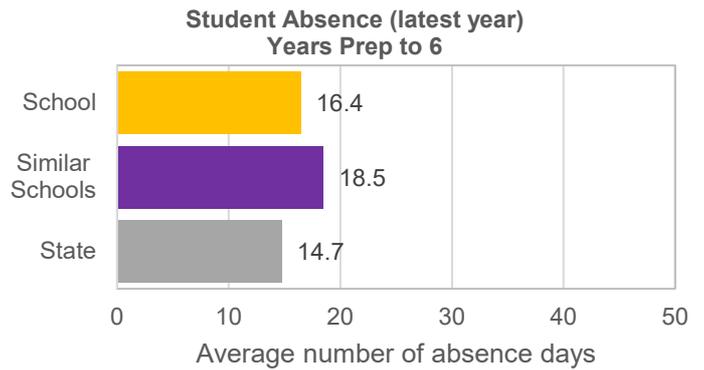
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.4	13.2
Similar Schools average:	18.5	18.0
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):	91%	92%	92%	91%	93%	91%	91%

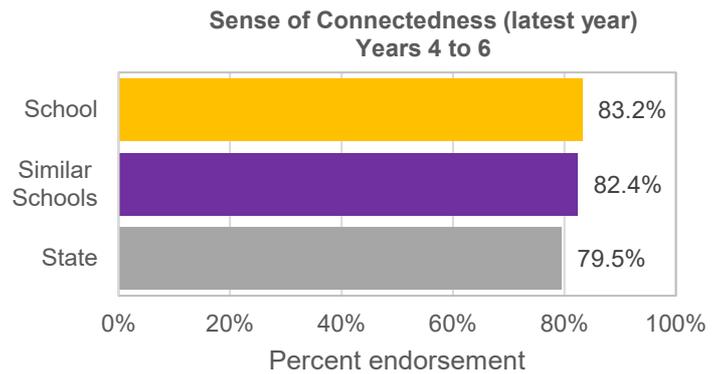
WELLBEING

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:	83.2%	86.6%
Similar Schools average:	82.4%	83.6%
State average:	79.5%	80.4%

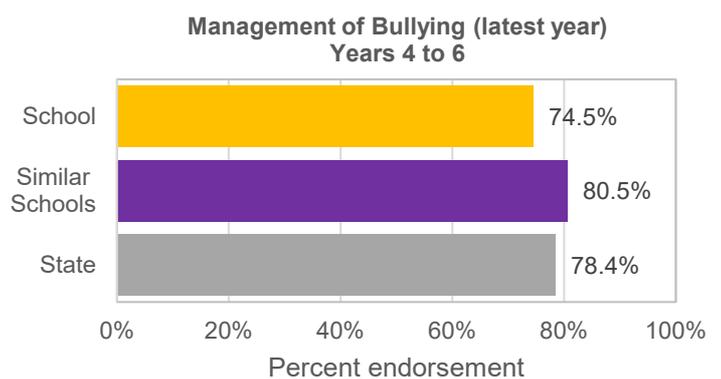


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	74.5%	80.9%
Similar Schools average:	80.5%	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	\$3,643,398
Government Provided DET Grants	\$596,550
Government Grants Commonwealth	\$53,129
Government Grants State	\$0
Revenue Other	\$12,409
Locally Raised Funds	\$56,259
Capital Grants	\$0
Total Operating Revenue	\$4,361,745

Equity ¹	Actual
Equity (Social Disadvantage)	\$721,355
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$721,355

Expenditure	Actual
Student Resource Package ²	\$3,626,026
Adjustments	\$0
Books & Publications	\$694
Camps/Excursions/Activities	\$31,809
Communication Costs	\$11,040
Consumables	\$46,652
Miscellaneous Expense ³	\$15,878
Professional Development	\$25,894
Equipment/Maintenance/Hire	\$258,028
Property Services	\$77,122
Salaries & Allowances ⁴	\$53,909
Support Services	\$252,117
Trading & Fundraising	\$22,989
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$5,484
Utilities	\$33,637
Total Operating Expenditure	\$4,461,279
Net Operating Surplus/-Deficit	(\$99,534)
Asset Acquisitions	\$65,545

- (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	\$613,347
Official Account	\$60,913
Other Accounts	\$0
Total Funds Available	\$674,260

Financial Commitments	Actual
Operating Reserve	\$129,426
Other Recurrent Expenditure	\$43,022
Provision Accounts	\$0
Funds Received in Advance	\$38,400
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$3,461
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$36,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$138,000
Capital - Buildings/Grounds < 12 months	\$220,000
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$160,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$798,309

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.