

2022 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 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 05 April 2023 at 01:13 PM by Beverley Hansen (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 25 April 2023 at 04:58 PM 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 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

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 2022 Student Resource Package was based on an enrolment of 254 students, our SFO was 0.7222, the SFOE was 0.5843, with approximately two thirds receiving EAL contingency funding. 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; a Principal, 2 Acting Assistant Principals, two Learning Specialists, seventeen point six effective full time teachers, and fifteen point five effective full time 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 Assistant Principals 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2022, Dandenong West PS focused on the DET priority areas of : Learning and Wellbeing. To work towards meeting our targets we have prioritised: - strengthening the work of our Professional Learning Communities through professional learning, including coaching. At the same time we also developed staff and student understandings of self-regulation strategies, social and emotional intelligence (including embedding Rights, Responsibility, and Respectful Relations across the school). We continued to focus on our Instructional Model and in particular on feedback, and explicit targeted teaching. The work done with all sections of our school community to prepare for the school review enabled us to identify a number of highlights both for 2022 and for the last four years, this included the school's provision of an IC device for each student's personal use at school and the work of the Community Hub to support parents and families.

The challenges of 2022 were significant, if different from the previous years of Covid. While we returned to learning face to face for the entire year, learning and teaching was impacted by the number of sick days for both students and staff. We also had a number of families absent for between 6 weeks - 10 months due to visiting families overseas. Initially we were focused on re-establishing learning and working routines throughout the school, along with consistency for students and staff. We continued to plan for student progress by using student data to inform decisions about what students were ready to learn next. Teachers provided specific feedback to students to improve the quality of their work, and worked closely with parents when students required additional support.

Our 2022 data identifies both areas of growth and areas for us to focus on over the coming years. Our Parent Satisfaction remains above State levels although our School Climate data was below state, and was likely to have been impacted by some of the specific challenges staff faced. Our Naplan data demonstrates that Year 3 Reading has progressively improved over the past four years and is ahead of 'similar schools', while Numeracy is below similar schools at both Year 3 and Year 5. We have identified areas for improvement, in Reading, Writing and Numeracy and these will be supported by staff professional learning, consistent teaching practices and by intervention and tutoring programs for targeted students. We will continue to closely monitor student learning, tracking individual student data, to ensure we are meeting each individual student's learning needs. In 2023 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, these students continue to progress in their learning.

Wellbeing

At Dandenong West we are committed to ensuring the Wellbeing of our students and families. Our Wellbeing Team is led by an Assistant Principal who works alongside our School Chaplain, a Youth Counsellor, our Community Hub Leaders, 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. In 2022 we were able to once again hold our Annual Community Festival. The Festival brings together the wider Dandenong West community with organisations and agencies who can offer a range of support. Our wellbeing team is 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 process. We have implemented a range of programs to improve safety through developing empathy and understanding of each other and providing opportunities for students to engage in a range of activities. We will continue to build an understanding of what bullying is and how it needs to be responded to across all stakeholders in the school. We have established programs to support students to develop strategies and resilience that will support them through this transition phase. During 2022 we continued to support families by providing food packages, accessing agencies and organisations for additional support, such as medical, food, baby needs etc.

Engagement

At Dandenong West we believe that learning and Student Engagement are dependent on building deep 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. The implementation of the Berry Street Educational Model has further strengthened relationships on which all learning is built and has led to consistent language, expectations and strategies across the school. We have a range of opportunities for students to participate in leadership activities both within and beyond the school and a number of programs that are directly aimed at improving school engagement; these include; CHEER (friendship group), Chill Out Zone, Play Leaders training so students could run break time activities We also have dance troupes and numerous sporting activities both within the school day and after school. We are confident we are implementing programs and supports that address student learning needs while engaging our students in authentic learning opportunities. Across all levels we provide opportunities for students to inquire into their learning to promote oral language and to engage students in hands on learning enabling them to actively explore real-world problems and challenges.

In the past our Attendance data has typically been strong, this year we have noted a considerable increase in the average number of days absent for students from Prep - Year 6, we believe this be due to the continuing impact of Covid 19 and because of the extended overseas family holidays to visit relatives, particularly as families who have not been able to travel for the last two years.

Other highlights from the school year

In 2022 we facilitated a number of shared experiences for students and families, these included:

- Mother's Day – where teachers set up 'pampering stations' for the significant females in students' lives to come into school to be pampered. Children interacted with their special person by painting nails, giving hand massages, reading books, creating cards and so on. They shared their learning with their parents by showing off their writing and numeracy work. We received positive feedback from both parents and children. The experience allowed the integration of rich learning tasks into the daily program. Students wrote invitations, recounts and letters. They graphed the favourite pampering stations using tally marks, and counted beads to make necklaces.
- Whole school excursions to the Zoo and Healesville Sanctuary allowed staff, students, parents, and toddlers to participate in shared learning experiences. For many of our students and their families this was their first experience of going on an excursion and/or visiting a zoo
- Assembly performances by classes, groups, and individuals
- School Productions

Connecting with our Community through the Community Hub

- The Hub provides information for new families

- The Hub provides classes; 3 English classes, computer classes, sewing classes, woodwork classes, exercise classes, cooking classes
- The Hub provides activities; playgroup, coffee and chat, art sessions, kitchen garden sessions at Government House
- The Hub brings cultural groups together for celebrations
- In 2022 we were able to hold our first community Festival since 2019. It was a hugely successful event attended by over 1000 community members, with all activities and food provided free due to the support of partners.

Financial performance

During 2022 Dandenong West PS finished in deficit. This deficit was planned and budgeted as some salaries are funded through the Equity Funding Cash Budget. Our school has chosen to use a significant portion of our Equity Funding to employ staff for specific programs or roles that have led to improvements in student learning and wellbeing outcomes. The school has received funds from the Federal Government for a Chaplain, from Community Hubs Australia for Community Hub leaders, from City of Greater Dandenong and the Dandenong Rotary Club to support a number of programs and initiatives. Staff are encouraged to source funding through grants to support achieving learning and wellbeing outcomes.

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 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 257 students were enrolled at this school in 2022, 131 female and 126 male.

78 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).

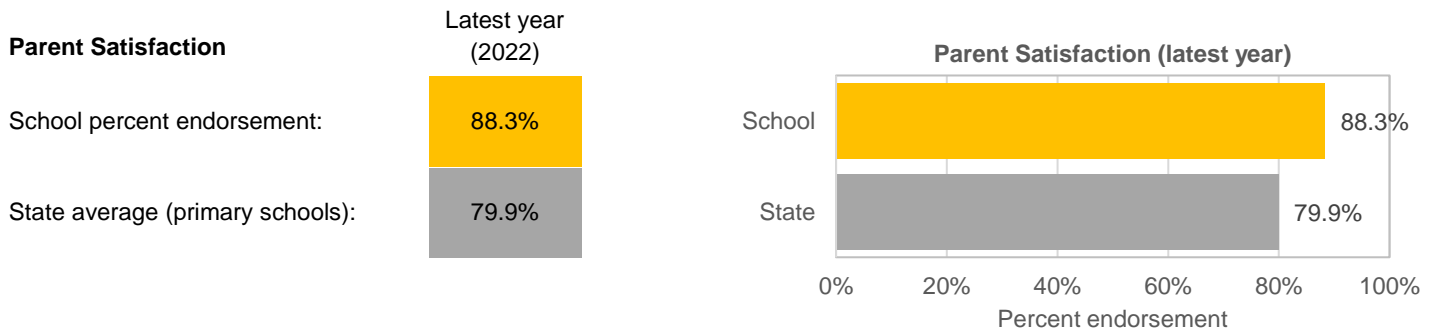
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

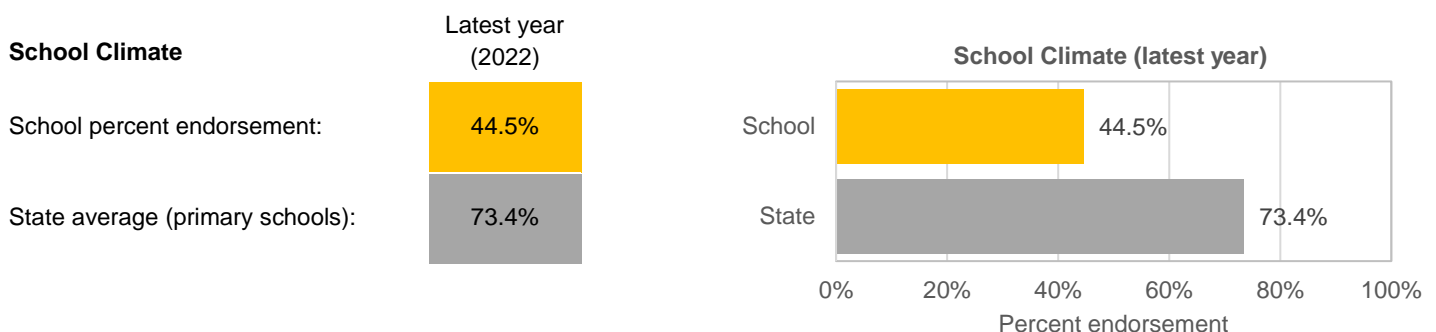


School Staff Survey

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.



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:

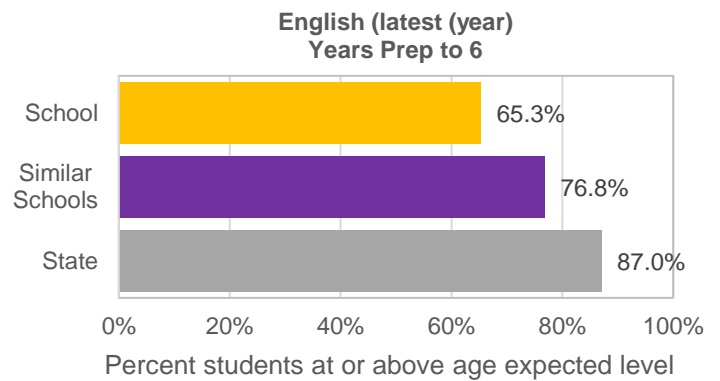
65.3%

Similar Schools average:

76.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

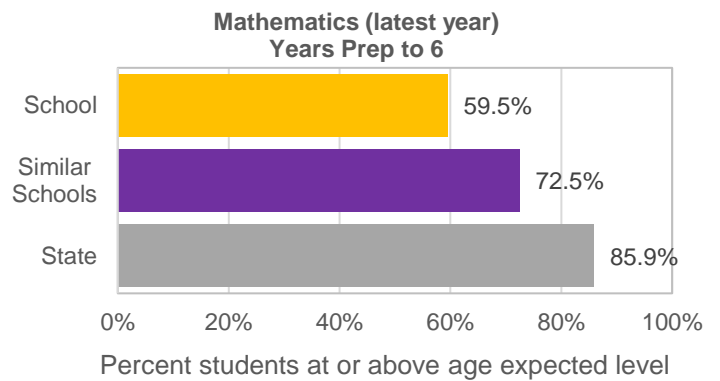
59.5%

Similar Schools average:

72.5%

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.

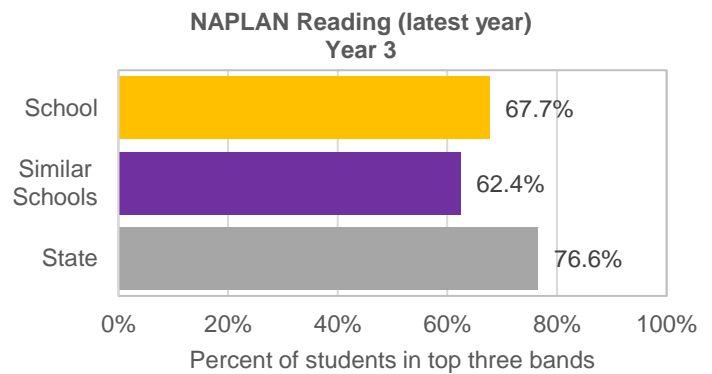
NAPLAN

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.

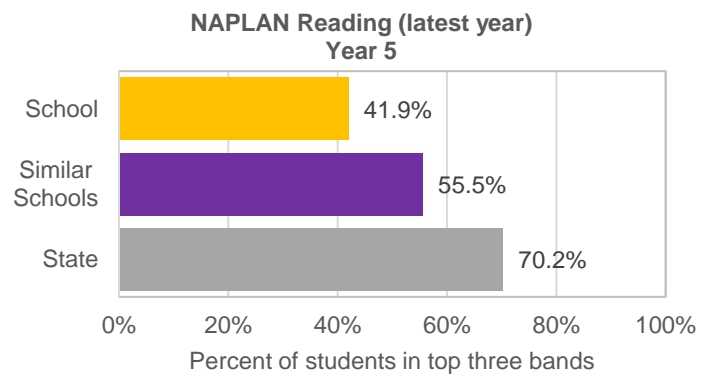
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.7%	62.4%
Similar Schools average:	62.4%	63.0%
State average:	76.6%	76.6%



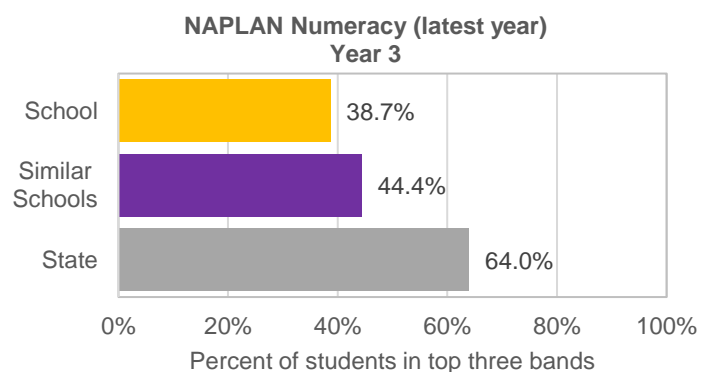
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.9%	42.1%
Similar Schools average:	55.5%	53.7%
State average:	70.2%	69.5%



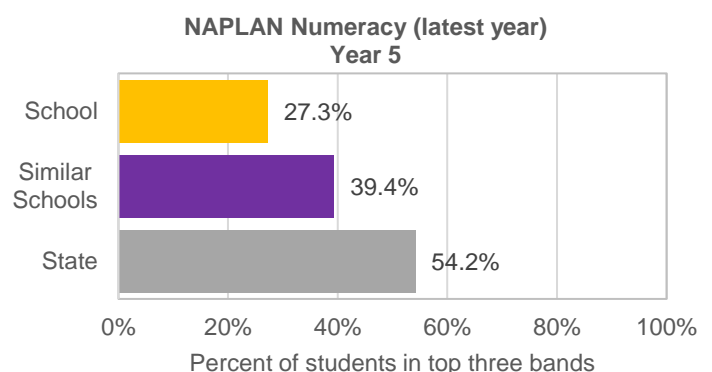
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.7%	42.7%
Similar Schools average:	44.4%	48.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	27.3%	32.7%
Similar Schools average:	39.4%	42.9%
State average:	54.2%	58.8%



WELLBEING

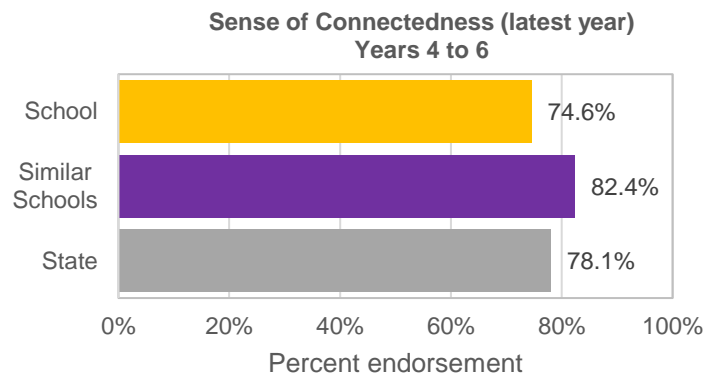
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	74.6%	82.9%
Similar Schools average:	82.4%	83.1%
State average:	78.1%	79.5%

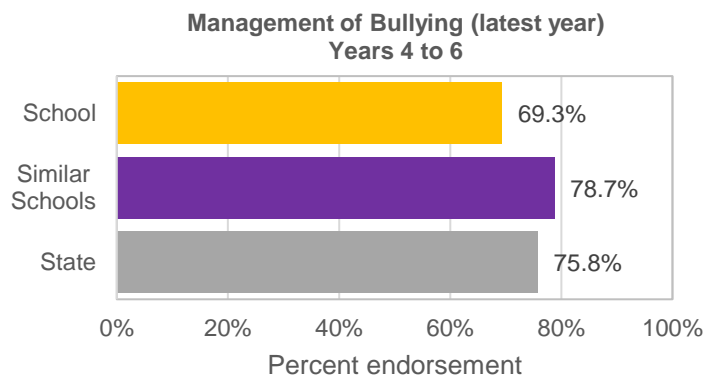


Student Attitudes to School – Management of Bullying

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:	69.3%	77.2%
Similar Schools average:	78.7%	80.8%
State average:	75.8%	78.3%



ENGAGEMENT

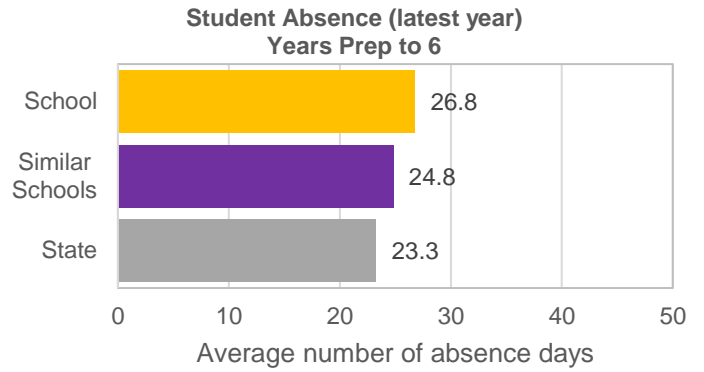
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	26.8	16.8
Similar Schools average:	24.8	20.1
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):	86%	89%	87%	84%	87%	88%	83%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,230,648
Government Provided DET Grants	\$594,897
Government Grants Commonwealth	\$33,761
Government Grants State	\$0
Revenue Other	\$19,466
Locally Raised Funds	\$52,138
Capital Grants	\$19,717
Total Operating Revenue	\$3,950,628

Equity ¹	Actual
Equity (Social Disadvantage)	\$631,355
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$631,355

Expenditure	Actual
Student Resource Package ²	\$3,302,496
Adjustments	\$0
Books & Publications	\$4,138
Camps/Excursions/Activities	\$55,716
Communication Costs	\$6,139
Consumables	\$39,062
Miscellaneous Expense ³	\$15,956
Professional Development	\$29,921
Equipment/Maintenance/Hire	\$27,233
Property Services	\$76,273
Salaries & Allowances ⁴	\$142,176
Support Services	\$177,797
Trading & Fundraising	\$30,410
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$391
Utilities	\$29,286
Total Operating Expenditure	\$3,936,993
Net Operating Surplus/-Deficit	(\$6,082)
Asset Acquisitions	\$99,625

- (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	\$609,781
Official Account	\$51,692
Other Accounts	\$0
Total Funds Available	\$661,472

Financial Commitments	Actual
Operating Reserve	\$95,549
Other Recurrent Expenditure	\$27,674
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$88,000
Beneficiary/Memorial Accounts	\$3,010
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$35,600
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$110,000
Capital - Buildings/Grounds < 12 months	\$145,000
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$180,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$744,833

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.