

# 2018 Annual Report to The School Community



School Name: Mount Dandenong Primary School (3284)



- 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 2018 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 30 April 2019 at 10:17 AM by Sally Alderton  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 April 2019 at 07:41 PM by Kirsten Vernon  
(School Council President)

## About Our School

### School context

Mount Dandenong Primary School was established in 1897 and is located at the top of the mountain in the Dandenong Ranges, approximately 50 kilometres east of Melbourne's CBD. The Mount Dandenong Primary School purpose statement articulates our vision of education for our students: Mount Dandenong Primary School values our unique environment and close community. It is a place for creative opportunities and academic excellence, nurturing respect, happiness and independence. The Mount Dandenong Primary School shared RICH values of Respect, Independence, Community and Honesty articulate the fundamental attributes required so that learners can become valuable and valued community citizens. Our students, staff and parents work to cultivate these values and demonstrate them in their interactions with one another as well as in the broader community.

Mount Dandenong Primary School has specialist programs in Art, Music and Physical Education as well as intervention programs for students achieving below the expected level. Students enjoy the use of modern learning facilities including well-equipped classrooms, a well-stocked library, a flexible 'Senior Learning Unit' including common studio space, a multi-purpose room including a permanent stage and audio-visual technologies and dedicated rooms for Visual Arts, Japanese and Music. The newly constructed Wominjeka Community Garden with its wood-fired pizza oven, organically-grown vegetables and proposed outdoor cooking space complements extensive grounds that include multiple play spaces and gardens where students can explore and experience their natural surroundings. Sporting facilities include an undercover court, 2 basketball courts and a playing field. In 2018, the school had an enrolment of 170 students with an experienced staff comprising 12.1 equivalent full-time personnel: 1 Principal class, 9.1 teachers and 2 Education Support Staff. The Student Family Occupation and Education Index (SFOE) is 0.2134, placing the school in the highest quartile of advantage for schools.

At MDPS we continued to implement educational programs and teaching approaches with a sound research base and evidence of successful improvement in student learning outcomes. Teacher professional learning focused on implementing our strategic plan to improve outcomes for every child in all learning areas but with a specific focus on Writing by consolidating our implementation of the 6+1 Traits of Writing Program. The school's emphasis on the promotion of positive wellbeing focused on further strengthening our sense of community and connectedness through the implementation of a whole school approach to wellbeing. Some key milestones in 2018 included a suite of connection to country activities, whole school community events, the reimplementation of the Bounce Back program for social and emotional learning and a number of other exciting initiatives.

### Framework for Improving Student Outcomes (FISO)

In 2018, we continued to implement the key initiatives identified in the 2016-2018 School Strategic Plan (SSP). MDPS focused on two key FISO dimensions and initiatives:

1. Excellence in teaching and learning: Curriculum planning and assessment; and
2. Positive Climate for Learning; Setting expectations and promoting inclusion.

In curriculum planning and assessment the School Improvement Team (SIT) worked hard throughout 2018 to ensure consistency of understanding and practice in regard to the teaching of Writing. Targeted professional learning (PL) was delivered to the whole staff to build capacity in using the 6+1 Writing Traits framework, as well as in the moderation of student work samples in a variety of genres. Common assessment tasks across genres were given and moderated by the whole staff. A shared Sample Moderated Writing Folder was compiled to ensure consistency in assessment. The school's Literacy Leaders began to unpack and share some of their learnings from the Bastow Leading Literacy course. Furthermore, the school's close connection with other schools in the Dandenong Ranges Network (DRN) has enabled us to combine our expertise to further improve the writing outcomes for our students. In 2018, the DRN's targeted PL series on Writing enabled teachers to share best practice approaches and learn from one another through their regular participation in these seminars.

The work of the Wellbeing SIT strengthened the school's positive climate for learning by embedding the whole school approach to promoting positive student behaviour and engaging the community further in school life. Restorative justice has been a focus and PL was delivered to all staff. Year 6 Peer Mediators were trained and now operate in the playground. These have been very positive developments. The MDPS Wellbeing Model was developed that sets out the school's contacts, resources and programs in regard to Wellbeing. The Bounce Back social and emotional learning program is being used to teach these skills throughout the school. Student voice and agency are encouraged and leadership opportunities are available for students. Parents and carers as partners and building communities are strengths of the school with many opportunities for involvement and many parents actively engaged in school life including as classroom helpers, volunteers in the Possum Cafe and uniform shop, assisting at sporting events, attending camps and excursions, through engagement in our visual art, music, dance and drama programs, gardening, cooking with students, and by supporting fundraising efforts.

Through a commitment to quality professional learning, collaborative team planning and effective implementation, we achieved a great deal towards meeting the strategies outlined for each FISO initiative.

### **Achievement**

At Mount Dandenong Primary School our key target for student learning is that at least 90% of students will meet or exceed a year's growth each year in the core learning areas of English and Mathematics. Teachers work closely together to ensure a consistent, viable and challenging curriculum is planned and that learning is differentiated to ensure point of need teaching. Multiple sources of data are used to measure student achievement and to ensure that the learning needs of each student are being met. Following a close examination of all school data, it was apparent that these targets were largely met in 2018.

Our achievement outcomes indicate that our Teacher Judgements and NAPLAN results are similar to or above the state median in all areas of English and Mathematics, placing Mount Dandenong Primary School students in a strong position for their future success. In NAPLAN student learning gain from year 3 to year 5 is good in all areas, but especially in Reading, Spelling and Grammar and Punctuation. In Writing, more than 84% of students made medium or high growth from Year 3 to Year 5. In Spelling, 88% of students made medium or high growth. Very few students performed at or below the National Minimum Standard in any areas, which is commendable. Year 3 & 5 overall Reading results are a strength, with a good proportion of students achieving in the top 2 bands: Year 3 - 65% and Year 5 - 45.4%, placing the school well above the state median.

We consolidated our whole school approach to writing, which incorporates a range of teaching approaches to allow students to engage in a writing program that breaks the process into skill and knowledge-based components through direct instruction of explicitly taught writing strategies. This whole school approach assists students to progressively develop their skills in becoming proficient writers.

### **Engagement**

In 2018, we worked to improve student motivation and engagement in their learning by focusing on empowering students to be active learners who are taught at their point of need through differentiated instruction and rich learning tasks. All teachers ensure that learning tasks are well planned, cater to the wide range of academic abilities and are engaging. In the Attitudes to School Survey, 'student voice and agency,' 'stimulated learning' and 'motivation and interest' were factors that students rated very positively placing our results within the third quartile. All results were significantly improved from those of 2017.

Our school-wide values of Respect, Independence, Community, and Honesty have continued to guide and encourage the development of positive interactions and relationships throughout the school. School leaders run our weekly school assemblies and work together to reinforce our school values and processes for conflict resolution through our Peer-Mediators program. Our Junior School Council remains an important reflection of student engagement and this will be strengthened in 2019 with more opportunities for students to have a voice on issues they believe in and to take action.

The average number of student absences are similar to schools like ours, with common reasons for non-attendance being illness and extended family holidays. The number of unapproved absences was low.

### **Wellbeing**

Our RICH values underpin our student wellbeing program and are explicitly taught in each classroom, reiterated at assembly and modelled throughout our school. Our community is supportive and all members model our values. The Bounce Back program is being taught throughout the school to develop social and emotional skills including resilience and positive self-talk. The whole-school 'MDPS Wellbeing Model' has been developed and a kit of useful resources provided to staff on how to support students with challenging behaviours or wellbeing concerns. This is a wonderful resource for teachers to continue their work in promoting student wellbeing.

The results of the Attitudes to School Survey completed by the Year 4 to 6 students were very positive with 87% of students feeling connected to school and 71% not experienced bullying. The Staff Opinion Survey showed that 83% of staff were positive about school climate. On the Parent Opinion Survey, 100% of parents responded positively to: "The school provides my child with opportunities to build his/her confidence" and 95% agreed that "this school encourages my child to persist when learning is difficult." This resulted in an overall positive response of 98% for the 'Confidence and resiliency skills' component of the survey. 100% of parents were satisfied overall with the school. This is very encouraging and is clear evidence of improvement.

### **Financial performance and position**

The 2018 cash budgeting process was challenging. The repayment of an SRP deficit of \$19,892 and the closure of an investment account, meant that we concluded the year with an operating deficit of -\$31,053. Revenue from trading and fundraising together with camps and excursions represented over 50% of locally raised funds. We experienced an increase in the cost of salaries and wages, but savings in property maintenance.




**For more detailed information regarding our school please visit our website at**  
<http://www.mtdandps.vic.edu.au>




## Performance Summary

The Government School Performance Summary 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.





Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 170 students were enrolled at this school in 2018, 84 female and 86 male.</p> <p>ND were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Lower</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: lightblue; font-size: 24px;">○</span> Lower</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>




## Performance Summary





Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30 %</td> <td>30 %</td> <td>40 %</td> </tr> <tr> <td>Numeracy</td> <td>26 %</td> <td>63 %</td> <td>11 %</td> </tr> <tr> <td>Writing</td> <td>16 %</td> <td>74 %</td> <td>11 %</td> </tr> <tr> <td>Spelling</td> <td>11 %</td> <td>61 %</td> <td>28 %</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22 %</td> <td>56 %</td> <td>22 %</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30 %	30 %	40 %	Numeracy	26 %	63 %	11 %	Writing	16 %	74 %	11 %	Spelling	11 %	61 %	28 %	Grammar and Punctuation	22 %	56 %	22 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	95 %	94 %	92 %	94 %	93 %	95 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	95 %	94 %	92 %	94 %	93 %	95 %										

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Higher</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Similar</p> <p> Higher</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,207,495	High Yield Investment Account	\$52,479
Government Provided DET Grants	\$149,638	Official Account	\$9,755
Government Grants Commonwealth	\$8,079	Other Accounts	\$0
Revenue Other	\$2,376	<b>Total Funds Available</b>	<b>\$62,234</b>
Locally Raised Funds	\$166,910		
<b>Total Operating Revenue</b>	<b>\$1,534,498</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,172		
<b>Equity Total</b>	<b>\$5,172</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,231,417	Operating Reserve	\$50,549
Books & Publications	\$770	Provision Accounts	(\$226)
Communication Costs	\$3,515	Repayable to the Department	\$11,911
Consumables	\$49,207	<b>Total Financial Commitments</b>	<b>\$62,234</b>
Miscellaneous Expense <sup>3</sup>	\$92,675		
Professional Development	\$9,454		
Property and Equipment Services	\$67,022		
Salaries & Allowances <sup>4</sup>	\$74,736		
Trading & Fundraising	\$11,592		
Utilities	\$25,163		
<b>Total Operating Expenditure</b>	<b>\$1,565,551</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>-\$31,053</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

*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.*

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

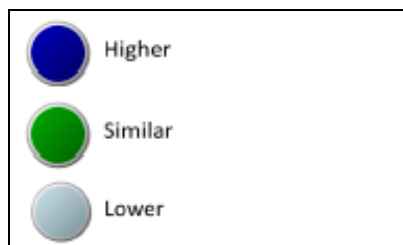


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').