2019 Annual Report to
The School Community

THE **EDUCATION STATE**

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).
- 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 2019 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 14 March 2020 at 10:06 PM by Sally Alderton (Principal)

The 2019 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 26 April 2020 at 02:52 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. Mount Dandenong Primary School's vision is to support the development of the whole child by inspiring a passion for life-long learning. Our students are creative, curious and critical thinkers who are open to new ideas.

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. We support children's learning by emphasising the importance of independent thinking and supporting children's resilience to challenge and change. We emphasise the creative arts and creative thinking. We celebrate our connection to country and the environment. We acknowledge the context of community at our school, where the local people and environment play a vital role in sustaining future generations. We value and nurture the individuality of each child to reach their goals through inquiry and academic rigour. 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.

In 2019, the school had an enrolment of 151 students with an experienced staff comprising 11.3 equivalent full-time personnel: 1 Principal class, 8.3 teachers and 2 Education Support Staff. Mount Dandenong Primary School has specialist programs in Art, Music, Library, Japanese 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 Wominjeka Community Garden with its wood-fired pizza oven and organically-grown vegetables 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.

Framework for Improving Student Outcomes (FISO)

In 2019, Mount Dandenong Primary School undertook its four-yearly strategic school review, providing the school community the opportunity to analyse and reflect on the achievements of the 2016-2018 School Strategic Plan (SSP). Subsequently, 2019 was a year of consolidation of previous work that had 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, work programs and term literacy planners show evidence of the use of the 6+1 Traits writing approach as well as learning intentions and success criteria to ensure students understand what they are learning and how they can be successful. The development of teacher capacity to plan effective teaching and learning experiences for students in accordance with these continues to be a key focus of our practice. The practices of peer observation and learning walks have served to collect data on how this agenda is progressing, and results are showing a more consistent approach across the school. Targeted professional learning (PL) was delivered by the Achievement Working Group under the leadership of the Literacy Leader, 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. Student achievement gains in Writing were evident in the school's NAPLAN results above similar schools.

The work of the Wellbeing and Engagement Working Group strengthened the school's positive climate for learning by

increasing student voice and agency by building staff and student understanding of these ideas. Increased opportunities have been made available to students via both formal and informal structures, including circle time, class voting on issues, the introduction of more leadership opportunities and the Enviroknights group who work on issues of sustainability. Students in Years 5 and 6 participated in leadership workshops by Project Rockit on increasing agency and leadership skills. Student leaders also attended VicSRC training on student action, culminating in an action project being undertaken at school.

Achievement

To progress our student achievement goals in 2019, our actions focused on building the capacity of staff to teach using best-practice strategies and a consistent approach. We delivered extensive professional development for all staff in the teaching of writing and spelling, as well as in the moderation of writing assessments. Two teachers completed the Bastow 'Leading Literacy for Networks' course and shared their learning with staff throughout the year. Assessment writing pieces in memoir, persuasive, narrative and poetry genres were completed by all students and moderated by teachers. The 'writing samples' resource folder has continued to be added to with additional examples at each level. The moderated writing process has helped teachers with their assessment of student achievement so they have the same expectations for each level, regardless of age or grade level.

Teachers have completed peer observation sessions with colleagues focusing on a chosen aspect of their teaching of writing. Feedback on the impact of this on teacher practice and student learning has been positive. Teachers are feeling more confident and are using the professional development ideas and resources, especially regarding conferring with students. More consistency of practice can be seen across the school. There is a shared language around writing. Teachers are using co-constructed anchor charts and success criteria more effectively. Writers' notebooks have been introduced and the students are engaged in meaningful development of ideas for their writing.

Spelling has also been a key focus. The SMART Spelling approach has been introduced with a whole-school scope and sequence of spelling patterns for each year level. The approach is being used consistently throughout the school and has resulted in a shared language on how to introduce students to spelling patterns and how to talk about these. Evidence of impact so far has been seen on learning walks with students clearly being able to talk about the digraph they are learning and explain how they can demonstrate success in their learning. Weekly summative and diagnostic assessment is used to test retention of the spelling words and to plan the following week's work for students.

Our achievement outcomes indicate that our Teacher Judgements and NAPLAN results are above the state median in all areas of English and Mathematics, and in fact, we outperform similar schools in all NAPLAN domains. In NAPLAN Writing, the focus of our student achievement goal, 76% of Year 3 students and 35% of Year 5s achieved results in the top 2 bands. In NAPLAN Reading, 84% of students in Year 3 and 71% in Year 5, scored in the top 2 bands. In NAPLAN Numeracy, 60% of students in Year 3 and 38% in Year 5 achieved results in the top 2 bands. In NAPLAN student learning gain from year 3 to year 5 is very good in all areas, but especially in Writing, Spelling and Grammar and Punctuation. In Writing, 47% of students attained high growth and 35% medium from Year 3 to 5, which is outstanding. Spelling was also an area in which we performed exceptionally well, with 65% of students making high growth and 35% medium, no students made low growth in this area. Reading growth data showed more than 70% of students attained medium or high growth. Numeracy showed 80% attained medium or high growth. Moving students from medium to high growth will be a focus of the next strategic plan period in Reading and Numeracy.

Engagement

In 2019, we worked to improve student motivation and engagement by increasing understanding of student voice and agency to empower students to be active learners in the learning process. Focus on increasing student voice and agency has been crucial, with the Wellbeing and Engagement Working Group focusing on investigating student voice and agency and providing professional learning to staff in this area. Increased opportunities were made available to students to learn about voice and agency, as well as to take action on issues that affect them. In the Attitudes to School Survey, 'student voice and agency,' 'stimulated learning' and 'motivation and interest' were factors that students rated very positively, our results being 78%, 87% and 87% positive endorsement respectively. All results were maintained or improved compared with those of 2018.

Student engagement in the whole school writing program is evidenced through student achievement gains in writing according to both teacher judgments and NAPLAN. Student participation and output in the classroom program is evidenced in each classroom, with regular co-constructed anchor charts, individualised writing goals, conferencing and mini-lessons. Students have been provided with opportunities to write for authentic purposes such as to write penpal letters to children from another school (Year 1/2s), a research report on an endangered animal of their own choice (Year 3/4) or to persuade others of their belief in a particular cause to raise money for a selected charity (Year 5/6) and then fundraise for this. A very high standard of student work on these tasks has been evidenced, demonstrating keen engagement.

Wellbeing

Our school-wide values of respect, independence, community spirit, and honesty have continued to guide and encourage the development of positive interactions and relationships throughout the school. Student 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 School Representative Council (SRC) remains an important reflection of student engagement and this will be strengthened in 2020 with more opportunities for students to have a voice on issues they believe in and to take action. 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 results of the Attitudes to School Survey completed by the Year 4 to 6 students were very positive with 88% of students feeling connected to school and 79% not experienced bullying, placing our school at the 90 percentile statewide. On the Parent Opinion Survey, 98% of parents responded positively to the 'confidence and resiliency skills' component of the survey. 99% of parents were satisfied with their children's level of connectedness to school.

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.

Financial performance and position

In 2019, Mount Dandenong Primary School's enrolments decreased while there was an increase in the cost of wages. The 2019 cash budgeting process was challenging, with the repayment of a 2018 SRP deficit of $18,783. Despite this, through careful management and the allocation of resources according to strategic priorities, the school finished 2019 in a positive financial position.

The Financial Performance and Position report shows an end of year surplus of $7,912. Revenue from trading and fundraising together with camps and excursions represented over 50% of locally raised funds. The school received a small amount of Equity Funding, which contributed towards the literacy intervention program.

**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: ◆

School Profile

Enrolment Profile

A total of 151 students were enrolled at this school in 2019, 74 female and 77 male.

3 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

| low | low-mid | mid | high |

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

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: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 100 Results: Mathematics 0 100	Similar Below

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above Above
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above Above

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: 🟨	Key:	Similar School Comparison
	Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 29 % Low, 47 % Medium, 24 % High **Numeracy** 25 % Low, 63 % Medium, 13 % High **Writing** 18 % Low, 35 % Medium, 47 % High **Spelling** 35 % Medium, 65 % High **Grammar and Punctuation** 35 % Low, 35 % Medium, 29 % High	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. 25% Low, 50% Medium, 25% High Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ────────── 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ────────── 50 Few absences <------> Many absences	Similar ◯

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	93 %	91 %	90 %	93 %	94 %	94 %	93 %	

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: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	**Above** ●
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	**Above** ●

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, 2019	
Revenue	**Actual**
Student Resource Package	$1,161,263
Government Provided DET Grants	$157,897
Government Grants Commonwealth	$10,524
Government Grants State	$16,390
Revenue Other	$1,861
Locally Raised Funds	$162,104
Total Operating Revenue	**$1,510,038**

Equity[1]	
Equity (Social Disadvantage)	$5,405
Equity Total	**$5,405**

Expenditure	
Student Resource Package[2]	$1,161,263
Books & Publications	$1,185
Communication Costs	$3,377
Consumables	$38,740
Miscellaneous Expense[3]	$90,354
Professional Development	$6,530
Property and Equipment Services	$72,302
Salaries & Allowances[4]	$80,359
Trading & Fundraising	$18,528
Utilities	$29,262
Adjustments	$226

Total Operating Expenditure	**$1,502,127**
Net Operating Surplus/-Deficit	**$7,912**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$66,983
Official Account	$12,673
Total Funds Available	**$79,656**

Financial Commitments	
Operating Reserve	$49,614
Funds Received in Advance	$32,000
School Based Programs	$10,614
Asset/Equipment Replacement < 12 months	$4,000
Maintenance - Buildings/Grounds < 12 months	$3,000
Total Financial Commitments	**$99,229**

(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 26 February 2020 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
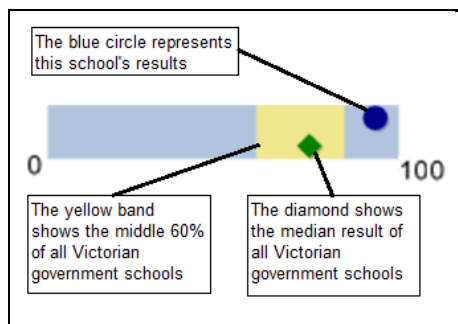   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above
Similar
Below
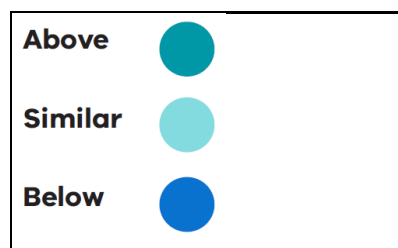
What does '*Data not available*' or *'ND'* mean?

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').