

2020 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).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 16 March 2021 at 10:08 PM by Sally Alderton (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 March 2021 at 04:48 PM by Kirsten Vernon (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 2020, the school had an enrolment of 170 students with an experienced staff comprising 11.41 equivalent full-time personnel: 1 Principal class, 8.43 teachers and 1.98 Education Support Staff. In 2020, Mount Dandenong Primary School had specialist programs in Art, Music, 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 2020, Mount Dandenong Primary School was in the first full implementation year of its 2019-2022 School Strategic Plan (SSP). Our focus for 2020 was centred on the following key FISO dimension and initiatives:

1. Excellence in teaching and learning: Curriculum planning and assessment; and
2. Excellence in teaching and learning: Evidenced-based high impact teaching strategies.

In curriculum planning and assessment, Mount Dandenong Primary School delivered on its Key Improvement Strategy (KIS) to review and document a Guaranteed and Viable Reading Curriculum, although some of the associated activities had to be modified to suit remote learning. We did this by modifying our Professional Learning Community (PLC) inquiry cycles to suit remote teaching and adapting professional learning to take place via video conferencing. The achievement working group led the staff to interrogate teaching practices in reading and to align these with best practice models as documented in the Literacy Toolkit. Furthermore, they worked together to review, synthesise and document our curriculum into a draft Reading Plan that will be finalised in 2021.

In evidenced-based high impact teaching strategies, MDPS delivered on its KIS to refine a whole school approach to student goal setting and feedback to maximise student growth. We did this, despite the disruption of Covid-19, by investigating the effective use of feedback through online mediums, such as recording oral feedback, annotating portfolio work completed in google slides and the use of other digital tools in online teaching to support students to set meaningful goals.

Achievement
<p>MDPS's first SSP goal was to improve reading outcomes for all students. To achieve this, we focused on the key improvement strategy of reviewing and documenting a guaranteed and viable Reading curriculum (curriculum planning and assessment). Despite the disruption of Covid-19, as a staff we were led by the Literacy Leader and our Achievement Working Group to review and evaluate our current practices in the teaching of reading. We did this by auditing these against the Literacy Toolkit provided by the DET. The Achievement Working Group facilitated professional learning on best practice in the teaching of reading for staff with a focus on the effective use of the Fountas & Pinnell benchmarking assessment tool, and the teaching strategy of guided reading. A MDPS implementation guide for Fountas and Pinnell benchmark assessments was developed with input from staff. Formative and summative assessment techniques were also reviewed and evaluated. We used our Professional Learning Communities (PLC) as the vehicle to drive this work and honed in on how to best teach reading strategies remotely. Following the term 3 PLC inquiry cycle that facilitated targeted teaching at the student's point of need, PLC data showed growth in students' ability to use comprehension strategies, such as making inferences. Moreover, perceptible changes in teachers' mindsets and beliefs about learning were evident with more conversations centred on how we can support learners in partnership with parents.</p> <p>Overall, students' results in Reading were very strong, with 94% of students from Prep to Year 6 achieving at or above the expected level at the end of semester 2, 2020. That places Mount Dandenong Primary School students above those from similar schools (91%), network schools (88%) and the state (86%) in English (Reading) achievement.</p>
Engagement
<p>Remote learning brought different challenges in engaging students, and as our second goal was to improve student engagement in learning, we found we needed to pivot to refocus our strategies into the online arena. Teachers worked together to strengthen their skills in using the evidenced-based high impact teaching strategies of goal setting and feedback via online learning. Following participation in a curriculum day of professional learning on formative assessment, goal setting and feedback, teachers undertook action research in their online classrooms to trial the use of a formative assessment tool with students. A number of teachers used peer and self assessment and feedback to enable students to set relevant and specific goals for the next step in their learning. Students are now using strategies such as, giving 'kind, helpful and specific' feedback, bump-it-up walls and learning portfolios to self and peer assess and take agency for their own learning. Senior school students worked on creating folios in which they annotated and evaluated their own work. Goals were set for the next step in learning from this point. Student co-construction of learning intentions and success criteria with teachers is also being used with great success.</p> <p>Results from the parent opinion survey in 2020, showed a positive endorsement in 'student cognitive engagement' of 83%, maintaining our 2019 results. This indicated that we were successful in engaging students throughout remote learning despite the inherent challenges involved. In addition, school-based surveys soliciting parents' feedback on the remote learning program and their child's engagement identified strengths and areas for improvement within our approach to remote learning. Wherever possible, the school acted on feedback in a responsive manner and always sought to keep students' engagement in their learning through feedback and agency a priority.</p>
Wellbeing
<p>Due to the unprecedented event of a global pandemic in 2020, Mount Dandenong Primary School made a decision to prioritise health and wellbeing as much as possible over other priorities. To ensure research-based best practices in wellbeing were used, our staff undertook a full day of professional learning in trauma-informed practices through Building Better Brains Australia (BBBA). This learning provided us with a foundational understanding of how we could support our students moving forward through this once-in-a-generation traumatic event. Staff were able to trial effective wellbeing supports and strategies in their remote learning classrooms, as well as upon their return to school following the second lockdown at the end of the year. For example, daily circle time, mindfulness and relaxation were expectations for all students in term 4. BBBA also provided an online workshop to parents in term 3 to give them a</p>

better understanding of trauma and how to support their children when they experience dysregulation and anxiety. Parent feedback following the workshop was positive.

During remote learning, we modified the delivery of health and wellbeing supports to students and their families by adapting these to individual needs (e.g. inviting at risk children to attend for on-site supervision) and ensuring a proactive approach to communication was adopted (e.g. regular phone calls to check in). Daily video meetings with students by every classroom teacher that focused on wellbeing and engagement were key to our success in remote learning. Teachers planned exciting and fun themes for their class meetings and also incorporated student voice by getting them involved in the planning. Much positive feedback was received about our use of video conferencing tools and small group check-ins from our parent community. Importantly, teachers checked in with every student every day, following up disengagement or absences with messages or phone calls. When needed, teachers identified students requiring additional support and held one-on-one meetings or adapted work tasks for them.

Parent reflections on our support of health and wellbeing throughout the remote learning periods of 2020 included:

- o daily meetings were fantastic, but when a child struggled to be a part of one the teachers made accommodations

- o very appreciative of school's efforts and support of their children

- o felt that communication was thorough, timely and informative

Student reflections included:

- o The daily meetings were a great way to stay connected - but this wasn't as good as seeing their friends which they really missed

- o loved spending time with family

Staff reflections included:

- o The daily video meetings were fantastic

- o excellent communication with students maintained via daily meets, check ins and personal contacts

- o extra efforts were made to connect with community via the special events (dress up bin night, walk to Uluru, Story time with Olivia)

- o Student work was shared to keep students engaged

- o Staff were very responsive to wellbeing needs of students

In 2021, our focus is to continue to integrate trauma-informed practices into our teaching and learning programs, as well as to ensure students and their families continue to be connected to support services when required.

Financial performance and position

In 2020, the school worked hard to ensure a positive financial position moving forward. The school's enrolments increased, providing an injection of credit revenue. The 2020 cash budgeting process required some redistribution of funds towards consumables required to ensure safe hygiene practices (e.g. sanitiser, paper towel, cleaning products) and some relief teacher coverage. Fundraising funds were significantly impacted as a result of Covid-19 lockdowns and event cancellations. Despite this, through careful management and the allocation of resources according to strategic priorities, the school finished 2020 in a positive financial position with a combined credit/cash surplus of \$76,215. 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 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 170 students were enrolled at this school in 2020, 86 female and 84 male.

NDP percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

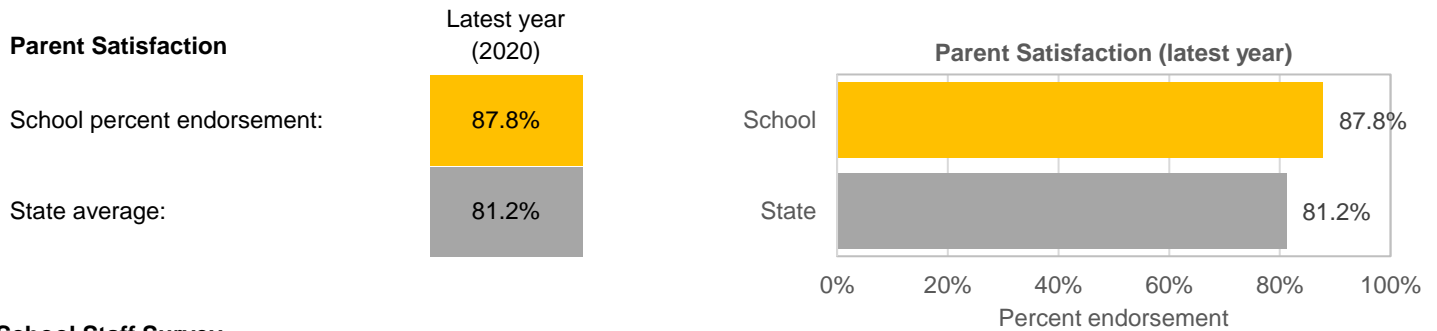
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

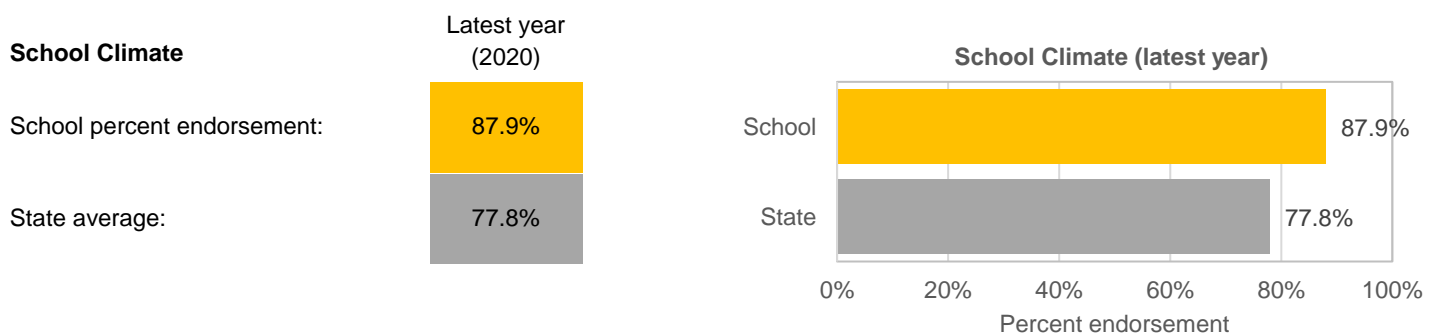


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

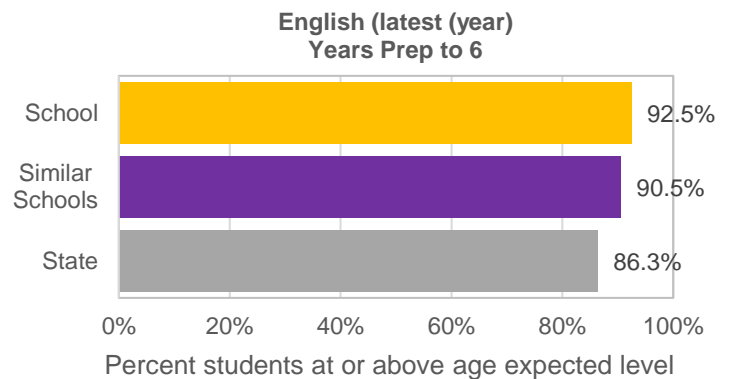
92.5%

Similar Schools average:

90.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

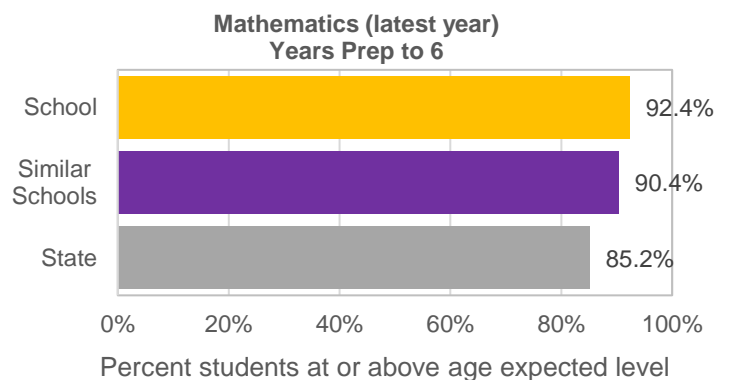
92.4%

Similar Schools average:

90.4%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

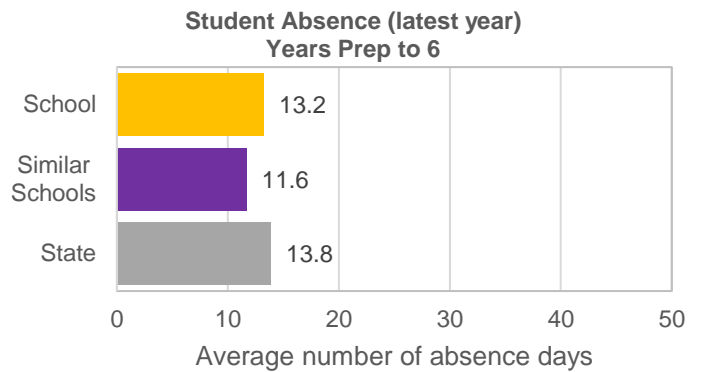
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.2	13.9
Similar Schools average:	11.6	14.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	93%	93%	90%	92%	94%	94%

WELLBEING

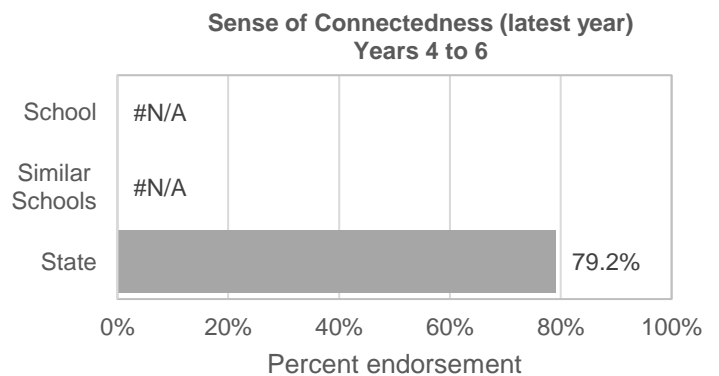
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	85.3%
Similar Schools average:	NDP	77.3%
State average:	79.2%	81.0%



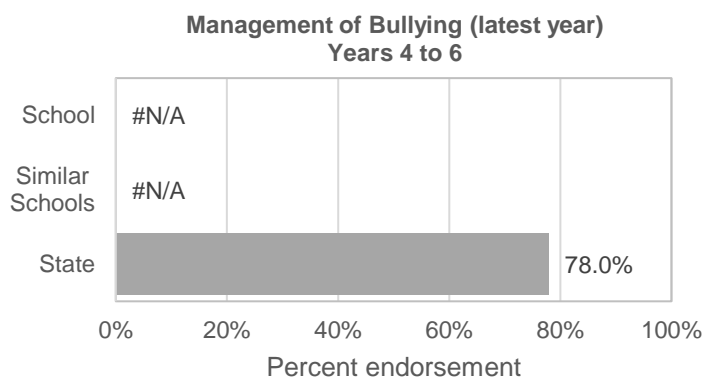
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	87.1%
Similar Schools average:	NDP	79.1%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,298,326
Government Provided DET Grants	\$193,604
Government Grants Commonwealth	\$5,453
Government Grants State	\$19,485
Revenue Other	\$1,181
Locally Raised Funds	\$119,718
Capital Grants	NDA
Total Operating Revenue	\$1,637,767

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,582
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$6,582

Expenditure	Actual
Student Resource Package ²	\$1,266,129
Adjustments	NDA
Books & Publications	\$104
Camps/Excursions/Activities	\$19,941
Communication Costs	\$3,913
Consumables	\$37,733
Miscellaneous Expense ³	\$6,135
Professional Development	\$5,673
Equipment/Maintenance/Hire	\$44,459
Property Services	\$62,034
Salaries & Allowances ⁴	\$56,601
Support Services	\$15,172
Trading & Fundraising	\$21,260
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$22,398
Total Operating Expenditure	\$1,561,552
Net Operating Surplus/-Deficit	\$76,215
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$96,950
Official Account	\$24,335
Other Accounts	NDA
Total Funds Available	\$121,285

Financial Commitments	Actual
Operating Reserve	\$40,983
Other Recurrent Expenditure	\$413
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$41,396

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.