

2021 Annual Report to The School Community



School Name: Mount Dandenong Primary School (3284)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

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 CARE values of Creativity, Achievement, Respect and Empathy 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 2021, the school had an enrolment of 170 students with an experienced staff comprising 13.6 equivalent full-time personnel: 1 Principal class, 9.65 teachers and 2.95 Education Support Staff. In 2021, 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

Framework for Improving Student Outcomes (FISO)

Our focus for 2021 was centred on the following key FISO dimensions and initiatives:

DET 2021 Priorities Goal

1. Curriculum planning and assessment;
2. Health and Wellbeing
3. Building Communities

In curriculum planning and assessment, Mount Dandenong Primary School partially delivered on it's Key Improvement Strategy (KIS) to implement the Learning, Cath-up and Extension priority. We did this by implementing the Tutor Learning Initiative, and embedding consistent approaches to formative assessment, feedback and goal setting.

In Health and Wellbeing, MDPS partially delivered on it's KIS of Happy, Active and Healthy Kids priority. We did this by engaging in teacher training, and then implementing trauma informed teaching practices, and trialling Respectful Relationships lessons and units. The school counsellor ran the 'Seasons' friendships program, as well as engaging in many sessions with individual students.

In Building Communities, MDPS partially delivered on it's KIS of Connected Schools Priority. We did this by enabling equitable access to devices for remote learning, implementing an extensive cyber safety program and developing staff skills within google classroom.

Achievement

Mount Dandenong Primary School

The Tutor Learning Initiative was successfully implemented, with students learning outcomes improving for all students who participated.

MDPS began its 2 year participation in the Primary Mathematics and Science Specialist program (PMSS), with two teachers funded to engage with the initial training and become our mathematics specialists. Our 2021 NAPLAN data indicated significant growth for both our Year 3 and Year 5 cohorts in mathematics, and we look to capitalise on this further in 2022.

Building upon the work from 2020, assessment practices were further embedded and consolidated, including the Fountas and Pinnell benchmark reading assessments, Essential Assessment and PAT-R / PAT-M.

Engagement

Remote learning again brought challenges in engaging students. Teachers worked together to strengthen their skills in using the evidenced-based high impact teaching strategies of goal setting and feedback via online learning, and undertook significant training to improve their technical capabilities using the Google Suite for education. 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. Cyber Safety and online communication protocols were a big focus for enhancing student engagement within a remote learning environment. Respectful relationships strategies, along with "Play is the Way" techniques were critical tools to enable students to manage social situations as the repeatedly transitioned between onsite and remote learning.

After the Storm event mid-year, school operations were moved to Gladesville Primary School as an alternative to our school closure. This was critical in enabling our school community to remain connected, and our students to remain engaged in learning and everyday routines.

Wellbeing

Due to the continued event of the global pandemic in 2020, Mount Dandenong Primary School continued with the previous years decision to prioritise health and wellbeing as much as possible over other priorities. This was heightened even further in importance due to the severe impact of the storm event mid-year.

To ensure research-based best practices in wellbeing were used, our staff undertook a continued professional learning in trauma-informed practices, building on the knowledge gained by staff in 2020. This learning provided us with deeper understanding of how we could support our students moving forward through these traumatic events.

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

Finance performance and position

In 2021, the school worked diligently to ensure a positive financial position moving forward. The school's enrolments remained steady, providing an opportunity to consolidate staffing and revenue. As in 2020, the cash budgeting process required some redistribution of funds towards consumables required to ensure safe hygiene practices (e.g. masks) 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 2021 in a positive financial position with a combined credit/cash surplus of \$66,064. The

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 178 students were enrolled at this school in 2021, 88 female and 90 male.

2 percent of students had English as an additional language and 0 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).

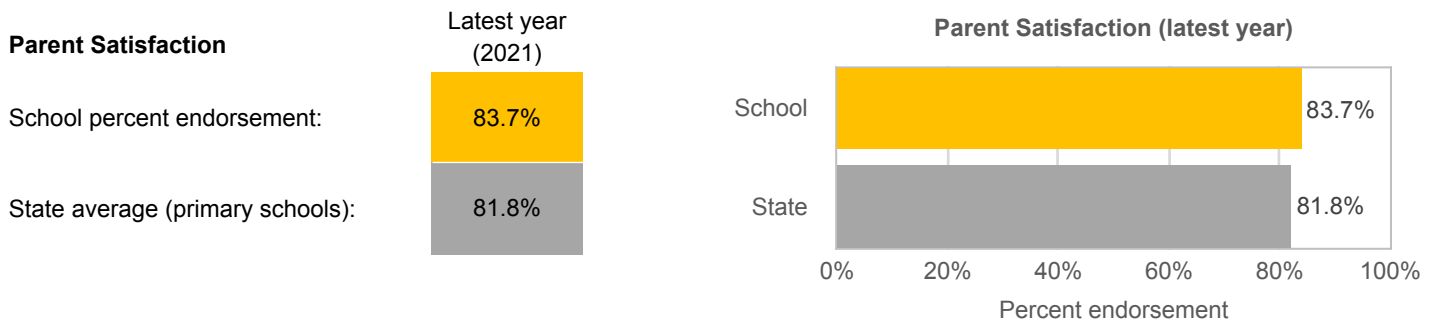
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

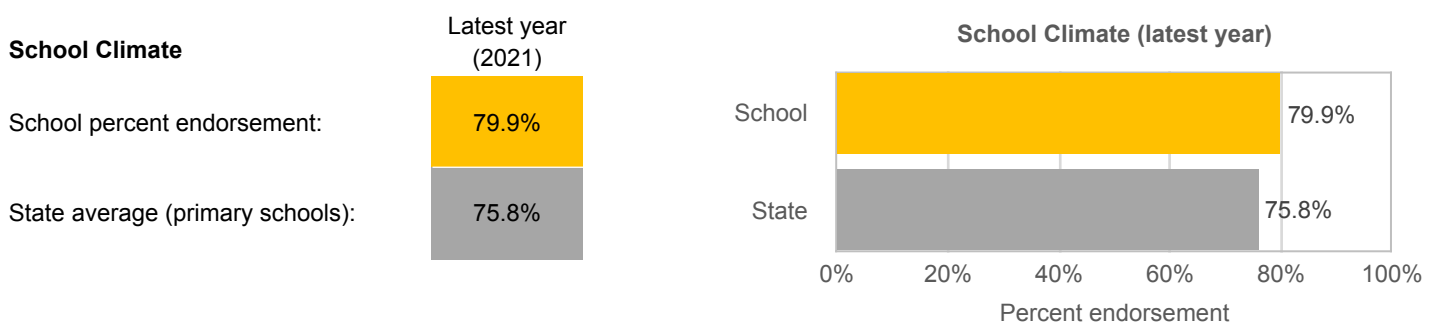


School Staff Survey

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.*

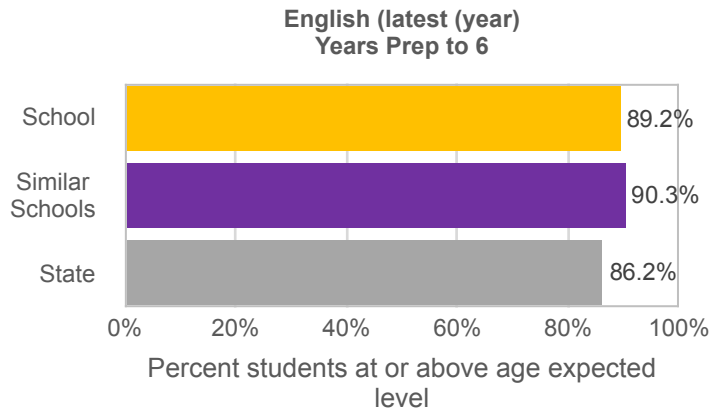
Teacher Judgement of student achievement

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

**English
Years Prep to 6**

Latest year
(2021)

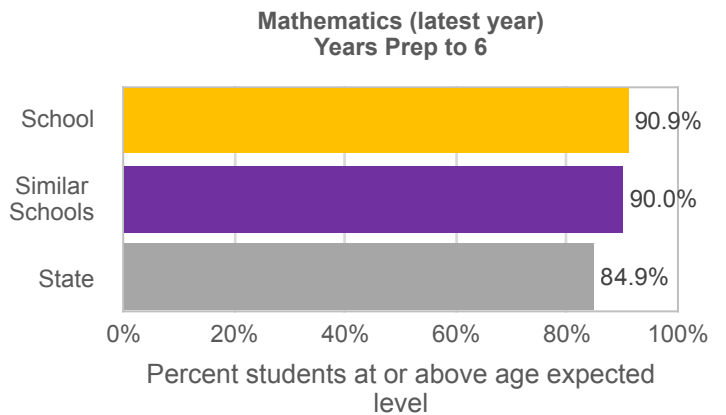
School percent of students at or above age expected standards:	89.2%
Similar Schools average:	90.3%
State average:	86.2%



**Mathematics
Years Prep to 6**

Latest year
(2021)

School percent of students at or above age expected standards:	90.9%
Similar Schools average:	90.0%
State average:	84.9%



ACHIEVEMENT (continued)

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

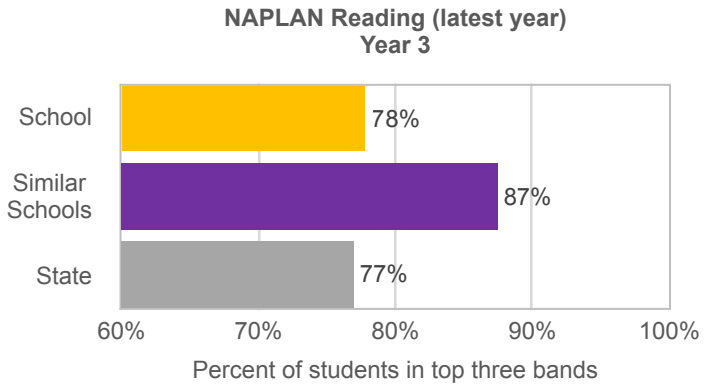
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

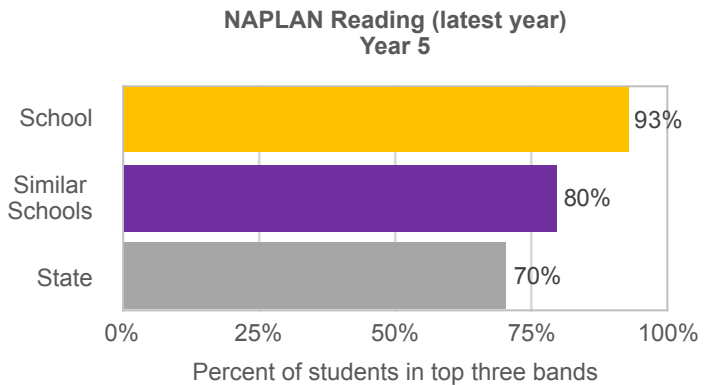
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	90.3%
Similar Schools average:	87.4%	85.0%
State average:	76.9%	76.5%



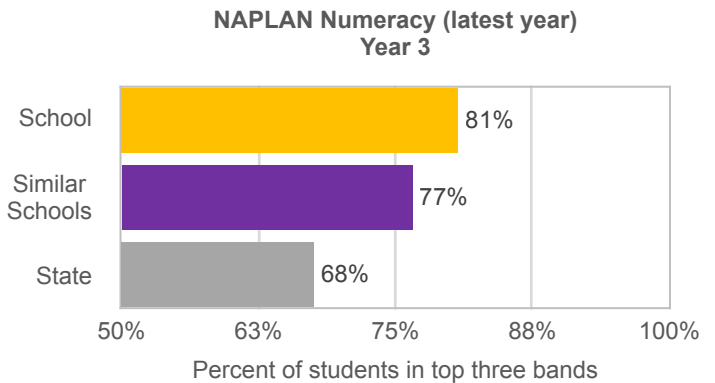
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.6%	86.4%
Similar Schools average:	79.5%	76.3%
State average:	70.4%	67.7%



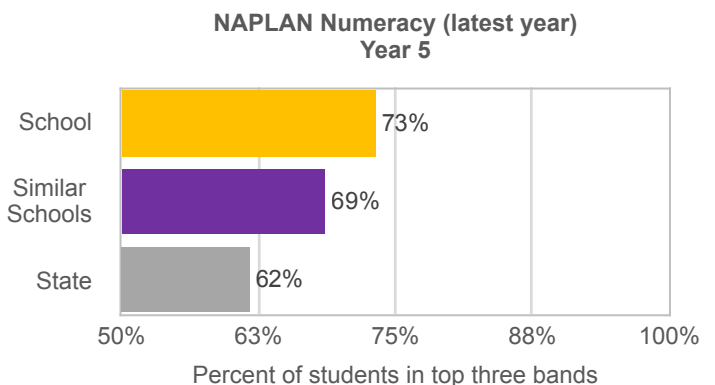
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.8%	83.3%
Similar Schools average:	76.6%	78.1%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.1%	68.8%
Similar Schools average:	68.6%	67.1%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	56%	20%	28%
Numeracy:	22%	61%	17%	22%
Writing:	8%	56%	36%	25%
Spelling:	33%	54%	13%	24%
Grammar and Punctuation:	13%	50%	38%	26%

ENGAGEMENT

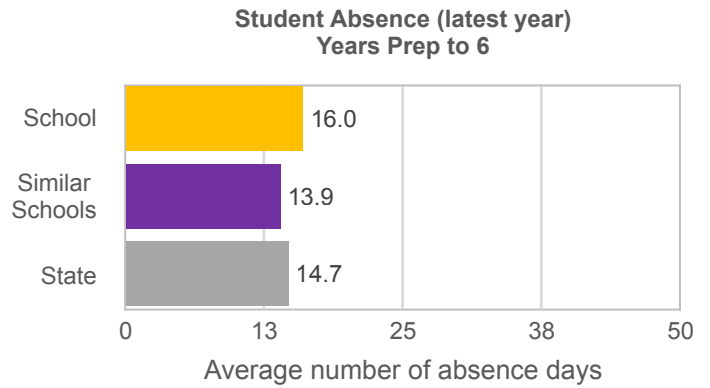
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.0	14.2
Similar Schools average:	13.9	14.1
State average:	14.7	15.0



Attendance Rate (latest year)

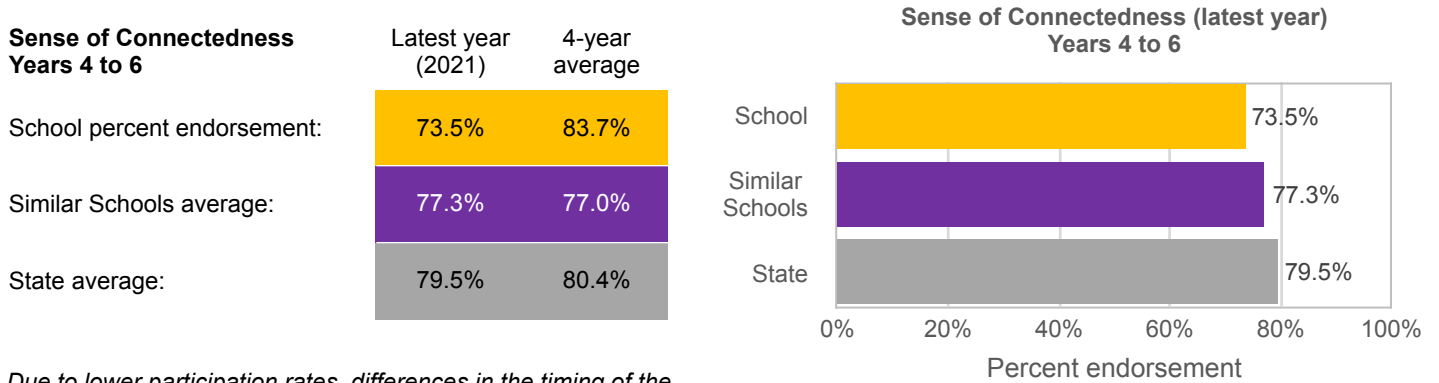
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	92%	94%	91%	92%	91%	92%

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

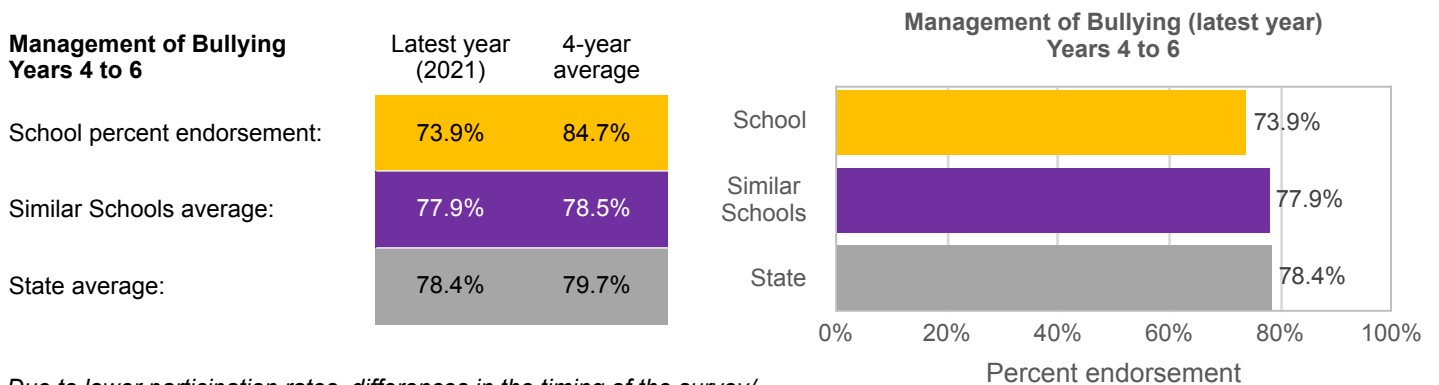
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



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

Student Attitudes to School – Management of Bullying

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



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$1,569,970
Government Provided DET Grants	\$223,079
Government Grants Commonwealth	\$18,259
Government Grants State	\$31,985
Revenue Other	\$7,051
Locally Raised Funds	\$142,843
Capital Grants	\$0
Total Operating Revenue	\$1,993,187

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,599
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,599

Expenditure	Actual
Student Resource Package ²	\$1,524,201
Adjustments	\$0
Books & Publications	\$2,506
Camps/Excursions/Activities	\$48,684
Communication Costs	\$12,179
Consumables	\$75,109
Miscellaneous Expense ³	\$10,808
Professional Development	\$5,137
Equipment/Maintenance/Hire	\$32,637
Property Services	\$70,778
Salaries & Allowances ⁴	\$65,054
Support Services	\$44,401
Trading & Fundraising	\$21,570
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,467
Total Operating Expenditure	\$1,931,529
Net Operating Surplus/-Deficit	\$61,658
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$93,459
Official Account	\$12,985
Other Accounts	\$0
Total Funds Available	\$106,443

Financial Commitments	Actual
Operating Reserve	\$58,878
Other Recurrent Expenditure	\$2,000
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$60,878

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.