

# 2022 Annual Report to the School Community

School Name: Dandenong South Primary School (4810)



- 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2023 at 08:36 AM by Leonie Fitzgerald (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 March 2023 at 03:33 PM by Rina Main (School Council President)

# How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## School context

Dandenong South Primary School is located in the South-Eastern Victoria Region and is bordered by residential, commercial and industrial zones. The school has a kindergarten onsite coordinated in partnership with the City of Greater Dandenong and Best Chance Child Family Care. The school's facilities include a refurbished library/discovery centre, modern gymnasium, refurbished classrooms, spacious grounds and a Community Hub.

At Dandenong South Primary School, the wellbeing and safety of all children is at the forefront of all we do and every decision we make. The school has a zero-tolerance to child abuse and actively promotes the safety and wellbeing of all students. All school staff are devoted to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards. The school uses a Restorative Practices approach which focuses on developing positive relationships between students, and between teachers and students. The implementation of School Wide Positive Behaviours and Respectful Relationships programs relate directly to our school values of being respectful, safe and responsible.

### **School Vision:**

At Dandenong South Primary School we provide students with a positive and engaging learning environment, which will equip them with the knowledge, skills and social competencies they need for the future in order for them to become respectful and responsible citizens who contribute positively to society.

### **Mission Statement:**

To provide the optimum learning environment so that every child has the opportunity to succeed.

### **School Values:**

Dandenong South Primary School has a holistic approach to learning where the academic, physical, social, and emotional needs of all children are fostered through the school's values of being respectful, safe and responsible. These values provide us with a framework for the way we achieve our vision.

A total of 565 students were enrolled at this school in 2022, 293 female and 272 male. Eighty-seven percent of students had English as an additional language and one percent were Aboriginal or Torres Strait Islander. In 2022, there was one international student. The school ensures that all students receive a high-quality education experience through a high level of support in a safe, welcoming and engaging learning environment.

In 2022, the school was divided into five sub-schools from Foundation to Year 6 with five Foundation classes, four Year 1 classes, four Year 2 classes, six Year 3/4 composite classes and seven 5/6 classes. The school provided specialist classes in Physical Education, Visual Arts, Music, Performing Arts and LOTE (Indonesian). The staff was comprised of forty-nine full-time equivalent teaching staff, including one Principal, two Assistant Principals, five Leading Teachers (including a Wellbeing Officer), a Literacy and Numeracy Learning Specialist, an English as an Additional Language teacher, additional support teachers, and nineteen Education Support staff. In addition to the school's learning and teaching staff, a team of Allied Health staff including a psychologist and two Speech Pathologists provided support to identified students across the school. The school's teaching and non-teaching staff are dedicated to developing each child to their full potential.

Dandenong South Primary School is committed to improving the learning and wellbeing outcomes of every student. The school implements the priorities of the Victorian education system, emphasising the importance of providing all students with strong foundations in Literacy and Numeracy learning. Literacy and Numeracy continue to be the core curriculum areas with students being provided with personalised learning

opportunities as part of their regular classroom program. The school follows a Play-Based Learning approach through its Investigations program in Foundation to Year Two and Inquiry Learning consolidates this approach in Years Three to Six.

During 2022, the school continued to provide support programs for students in English, Mathematics and Wellbeing across all year levels. To cater for the learning needs of students who predominantly speak English as an Additional Language, the school offers a range of literacy intervention programs. These include first phase and second phase English as an Additional Language programs, Oral Language, Phonological Awareness and Reading and Writing support programs. Students also received targeted numeracy intervention through the tutor learning and support programs. Identified students attended social skills and self-regulation programs with the school's Wellbeing Officer.

The school's Community Hub continues to provide strong links between home and school, running a number of programs including playgroups and English language classes. The Community Hub acts as a bridge, linking mothers, their children and their extended family to the wider community and the network of services and programs available to support families in the City of Greater Dandenong.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Dandenong South Primary School strives to improve student learning in all aspects of the school curriculum. In 2022, the school continued to work on its strategic plan goal of maximising student learning growth in English and Mathematics for Foundation to Grade 6.

As part of Professional Learning Team meetings, teachers engaged in discussions focused on analysing student assessment data and identifying teaching priorities to differentiate the learning for students. During 2022, there was a greater focus on ensuring consistent teacher judgements were made against the Victorian Curriculum through collaboration and considered use of data. As a result, teacher judgement data in 2022 indicates that 80.8% of students achieved at or above the expected level in English and 78.4% of students achieved at or above the expected level in Mathematics which is an improvement from the previous year. Students also performed above similar schools in English and Mathematics.

NAPLAN testing took place in 2022, however there was no growth data to compare the school's progress over time as there had been no testing in 2020. In Reading and Numeracy, the school performed below similar schools at both Year 3 and Year 5. Areas of improvement have been identified, in particular in Reading and Numeracy, and strategies have been implemented to further support student progress in all areas. These include tutoring and specific intervention programs that target phonemic awareness and comprehension skills. We will continue to closely monitor student learning, tracking individual student data to ensure we are meeting the individual learning needs of students.

Throughout 2022, the school provided multiple intervention groups at each year level including; mathematics intervention and extension, writing intervention and extension, reading intervention and extension. As part of the school's enrichment program, eight students were selected to participate in the Mathematics and English online enrichment program. Additionally, enrichment opportunities also included incursions and excursions in Writing, Numeracy, Drama, STEM, Physical Education and Inquiry. Students working at least one year above the expected level in Numeracy and Literacy were extended through goals outlined in their Individual Learning Improvement Plans.

During 2022, the school strategically expended the majority of the funds in the Tutor Learning Initiative. A collection of data, such as teacher judgement, assessments and pre and post program norm referenced assessments undertaken by the school demonstrates a positive impact on student learning outcomes.

In 2022, there were nineteen students who received special funding under the Program for Students with Disability (PSD). All funded students had an Individual Learning Improvement Plan, which was reviewed and updated with parents on a regular basis as part of Student Support Group meetings. Students supported through the Program for Students with a Disability made satisfactory progress in achieving their individual goals as identified in their Individual Learning Improvement Plans.

Students identified as at risk had Individual Learning Improvement Plans which were reviewed and updated with parents each term. Many of these students also participated in support programs such as the Speech Therapy Assistant (STA) program which focuses on supporting identified students to improve their decoding and language skills. The progress of these students was closely monitored by sub school Leaders, speech pathologists and the school psychologist.

The learning needs of Koorie students were monitored through Individual Learning Improvement Plans as per the Marrung strategy. These Learning Plans were reviewed and updated with parents each term.

## Wellbeing

Ensuring the best possible wellbeing outcomes for every student, alongside learning, continues to be the highest priority for Dandenong South Primary School.

During 2022, Dandenong South Primary School provided a range of social and emotional learning programs and events to address the wellbeing needs and enrich learning experiences and opportunities for students. This was achieved through partnering with organisations, such as Ardoch and providing a variety of programs including Project Rockit and Life Skills.

The school has a whole school approach to wellbeing and inclusion. Diversity of cultural and linguistic backgrounds are celebrated within the school environment and the broader school community. The school's Community Hub, working in partnership with Community Hubs Australia and the Smith Family supports the whole family. This is achieved by offering a range of programs to engage families in early learning courses and through supporting the health and wellbeing of students and their families.

A whole-school approach to promoting positive behaviours and relationship building is achieved through the use of Restorative Practices and the School-Wide Positive Behaviour Support (SWPBS) framework. Social skills and self-regulation support programs are also provided by the school's Wellbeing Officer for targeted students. Identified students attended social skills and self-regulation program with the wellbeing officer.

The implementation of the Resilience, Rights and Respectful Relationships (RRRR) program across all year levels has continued to provide a cohesive and consistent approach to building students' resilience and emotional health.

In 2022, the school percent endorsement for 'Sense of Connectedness' and the 'Management of Bullying' (Years 4 to 6) as reported in the Attitude to School's Survey was above the state average for both areas. Sense of Connectedness for Dandenong South Primary School was at 87.7%, similar schools at 83.4% and the state average was 78.1%. Management of Bullying was 87.1%, similar schools was 80.2% and the state average was 78.4%. The results from the survey indicate that students at Dandenong South Primary School feel connected to school and responded positively when asked questions about the school's management of bullying.



## Engagement

Dandenong South Primary School recognises that wellbeing and student engagement are necessary prerequisites to an effective learning environment. During 2022, the school implemented a range of programs that focus on building positive relationships and a sense of belonging. Parent perception in the local community is widely positive and endorses the school as providing a high level of wellbeing support for students, with a strong sense of community and belonging. This was further evidenced by the results of the 2022 Parent Opinion Survey which indicate that 96.7% of parents responded positively to the survey compared to the state average which was 79.9%.

Dandenong South Primary School continues to promote the importance of regular attendance and engages with families to follow up on absences. Ensuring that students attend school each day is the shared expectation of all families, students and the school.

In 2022, the average number of student absences was 24.3%, similar schools were 25% and the state average was 23.3%. Illness and extended family holidays are common reasons for non-attendance. The school continues to work on educating parents why 'it's not ok to be away.'

Student attendance is regularly monitored by classroom teachers, sub school leaders and the school's wellbeing officer. The school continues to send SMS messages to parents, requesting them to notify the school of any absences and phone calls are made after two days of unexplained absences. Students are provided with incentives and recognition for regularly coming to school. Where attendance falls below 80%, an attendance improvement plan is created for the student in consultation with the family to improve attendance.

Promoting the importance of children being at school and informing parents of the impact absences have on student learning is an ongoing priority at Dandenong South Primary School.

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## Other highlights from the school year

In March 2022, seventy Year 5/6 students attended a two day/one night camp at Camp Doxa in Malmsbury. The students got to experience a range of exciting adventure activities, including a giant swing, rock climbing, and archery. Many of the 5/6 students described this camp as the highlight of their year!

During Semester One, a whole school concert was organised to build a strong sense of school pride and connectedness. It provided opportunities for the school to engage and re-engage families through a whole school event. Feedback from students and staff indicates that the school concert was a motivating and positive event for the students and the community more broadly. It continues to be a highly anticipated and enjoyed event.

In 2022, the whole school swimming program was delivered for free to participating students. Feedback from students, parents and staff was overwhelmingly positive, acknowledging that the swimming program was another uplifting experience that improved students' wellbeing.

Special events, such as Harmony Day, Kaboom Sports, Reconciliation Week and Education Week were organised for students to celebrate learning and diversity of cultures in our school community.

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## Financial performance

Dandenong South Primary School maintained a very sound financial position throughout 2022. The 2021-2025 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report show an end of year surplus. This surplus included a significant amount rolled over from the previous year. The school received substantial equity funding which was utilised to ensure a range of programs were staffed and resourced in a manner that best suited the needs of the children and families of the school community. Ongoing professional development programs for staff were funded and were linked to improvements in teaching and learning in the school curriculum programs. In 2022, the school received a significant percentage of a \$25,000 grant to provide additional shade sails in the school. The balance was paid in 2023 upon completion of the project.

The school continues to carefully manage resources so that all financial commitments are met and school programs are appropriately resourced. Planning is in place for the future needs of the school.

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



# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 565 students were enrolled at this school in 2022, 293 female and 272 male.

87 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).

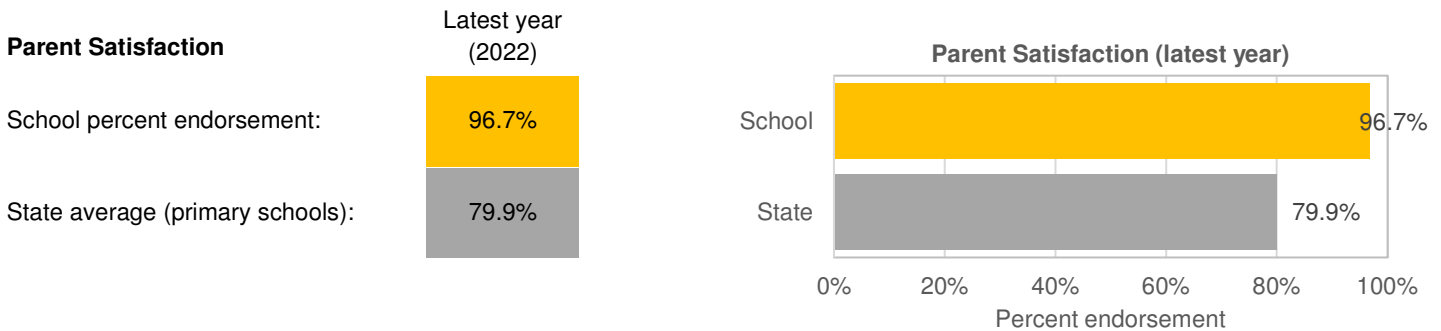
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

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

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

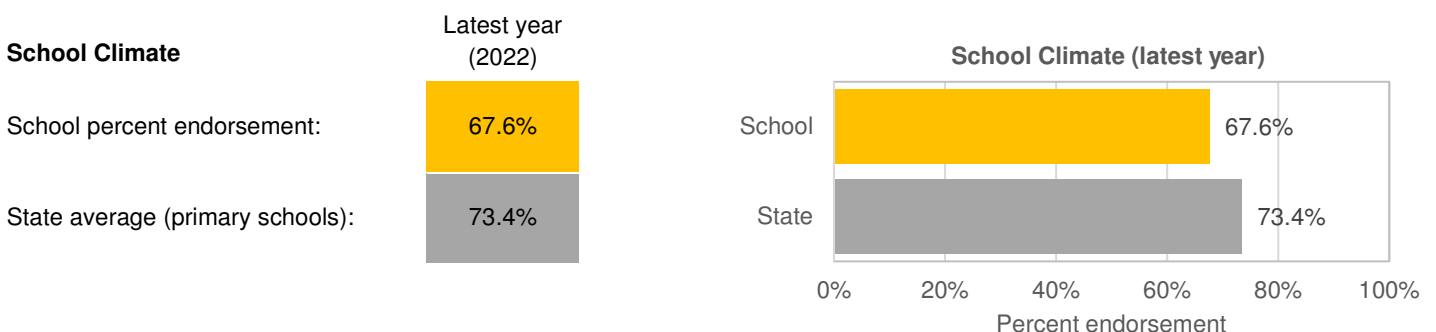


### School Staff Survey

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

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

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



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

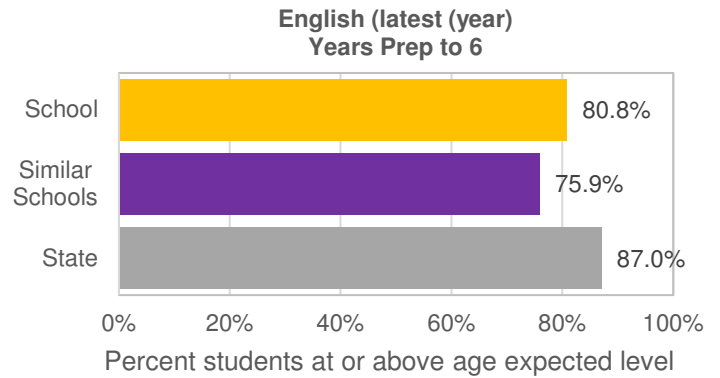
80.8%

Similar Schools average:

75.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

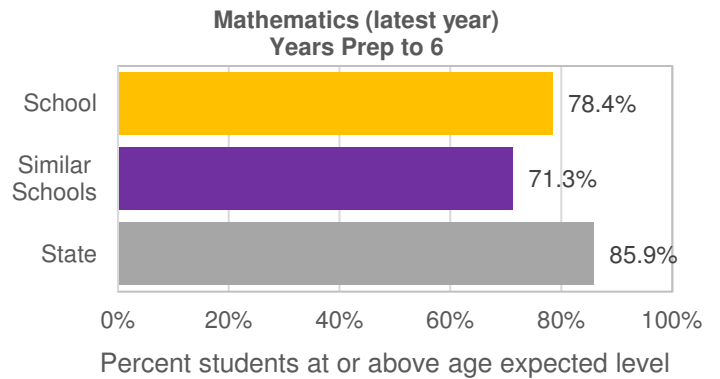
78.4%

Similar Schools average:

71.3%

State average:

85.9%



## LEARNING (continued)

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

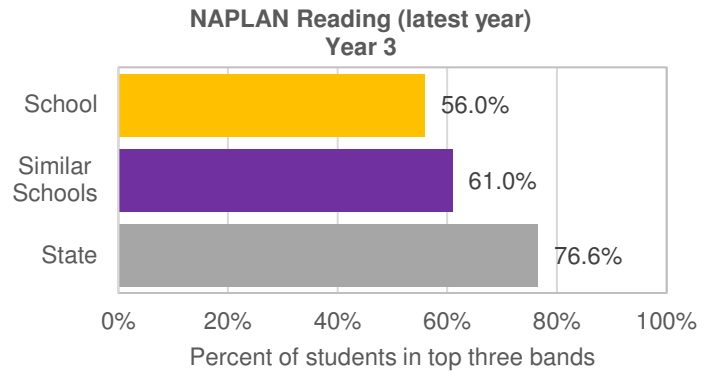
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

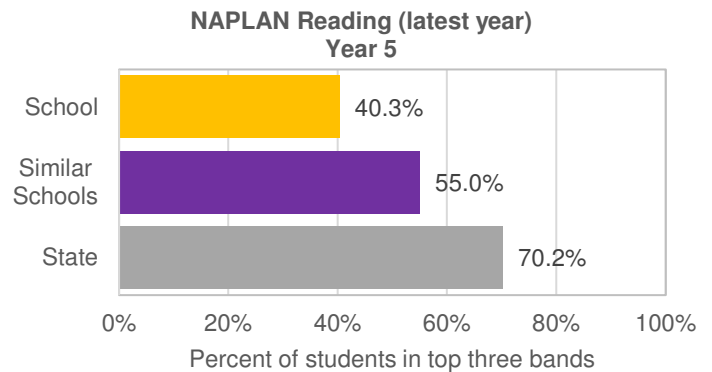
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.0%	61.4%
Similar Schools average:	61.0%	61.8%
State average:	76.6%	76.6%



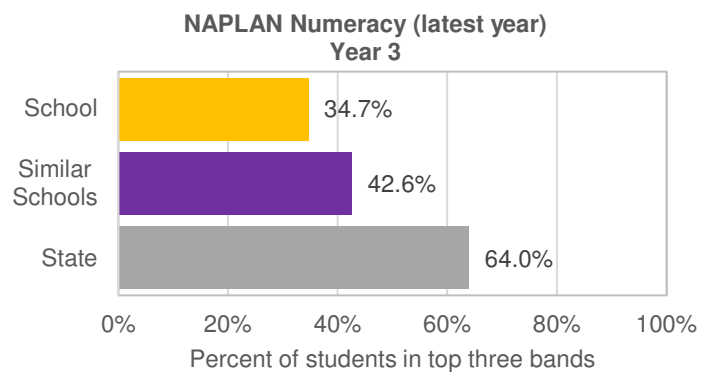
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.3%	48.6%
Similar Schools average:	55.0%	53.3%
State average:	70.2%	69.5%



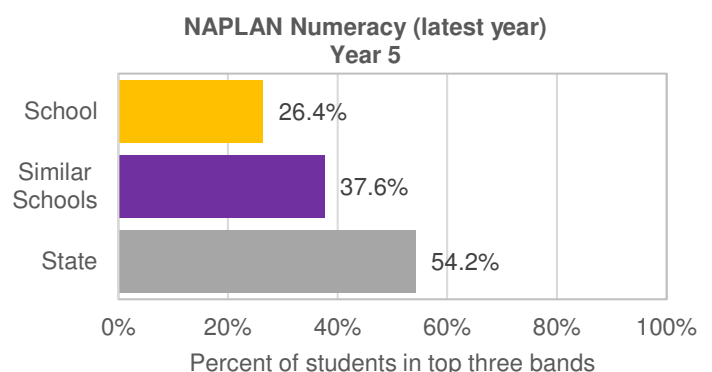
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.7%	43.3%
Similar Schools average:	42.6%	46.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	26.4%	38.6%
Similar Schools average:	37.6%	42.2%
State average:	54.2%	58.8%



## WELLBEING

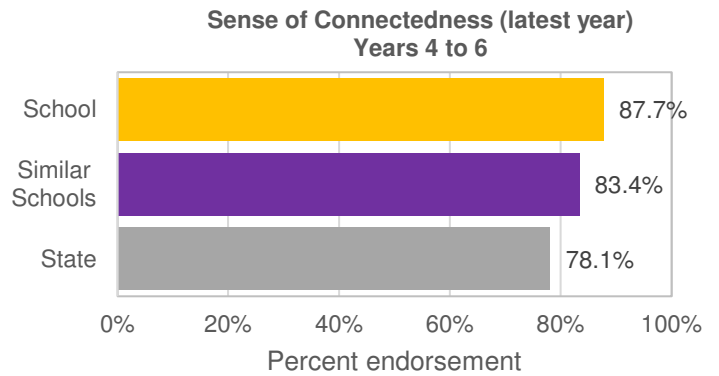
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	87.7%	88.8%
Similar Schools average:	83.4%	83.8%
State average:	78.1%	79.5%

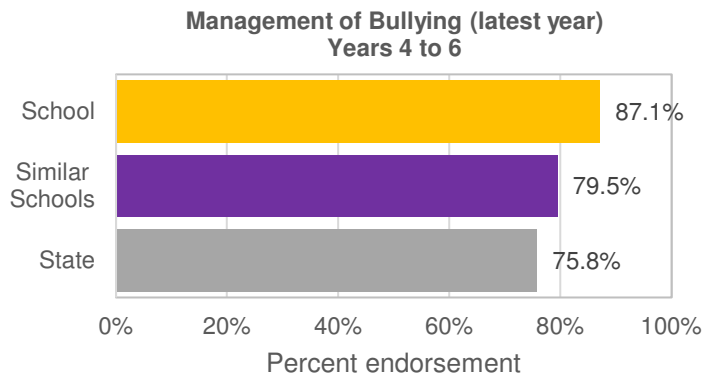


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	87.1%	88.5%
Similar Schools average:	79.5%	81.3%
State average:	75.8%	78.3%



## ENGAGEMENT

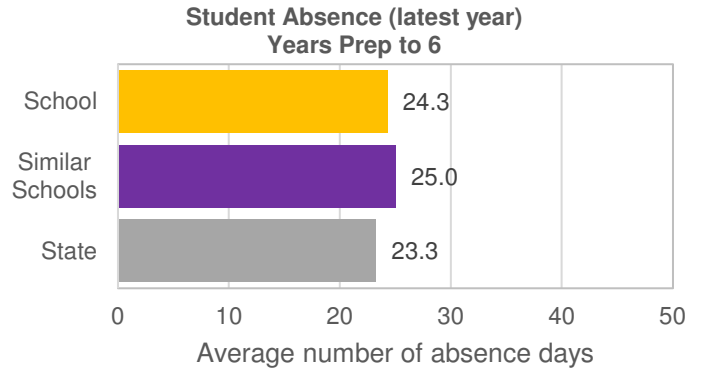
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.3	20.0
Similar Schools average:	25.0	20.2
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	85%	88%	90%	86%	89%	89%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,967,324
Government Provided DET Grants	\$1,393,821
Government Grants Commonwealth	\$4,675
Government Grants State	\$0
Revenue Other	\$83,286
Locally Raised Funds	\$134,453
Capital Grants	\$35,000
<b>Total Operating Revenue</b>	<b>\$9,618,559</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,781,714
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,781,714</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,557,860
Adjustments	\$0
Books & Publications	\$1,256
Camps/Excursions/Activities	\$167,464
Communication Costs	\$10,020
Consumables	\$143,976
Miscellaneous Expense <sup>3</sup>	\$23,062
Professional Development	\$19,137
Equipment/Maintenance/Hire	\$179,974
Property Services	\$201,318
Salaries & Allowances <sup>4</sup>	\$0
Support Services	\$314,639
Trading & Fundraising	\$23,915
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$59,101
<b>Total Operating Expenditure</b>	<b>\$7,701,724</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,881,835</b>
<b>Asset Acquisitions</b>	<b>\$103,927</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$2,744,033
Official Account	\$67,260
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,811,293</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$160,037
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$60,974
School Based Programs	\$190,172
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$276,080
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$2,043,880
<b>Total Financial Commitments</b>	<b>\$2,781,143</b>

*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.*