

2020 Annual Report to The School Community



School Name: Dandenong North Primary School (4723)



- 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 29 March 2021 at 12:38 PM by Jennifer Mackay (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 28 April 2021 at 02:32 PM by Ann Scott (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

The 2020 school year began like any other with student enrolments remaining high at 811 students on Census Day. However, after extended periods of lockdown and remote learning throughout terms two and three, the enrolment in term 4 were reduced to 785. Some families had relocated to larger accommodation in the growth corridor or moved in with family as economic or family circumstances changed. With Dandenong North Primary School located in the LGA of Greater Dandenong, the municipality that attracts the highest number of recently-arrived migrants in Victoria, we were impacted once Australia's borders were closed. The usual pattern of newly arrived immigrant students enrolling from the Noble Park English Language School also ceased with these students remaining with teachers who understood their learning and social needs. Consequently, very few student enrolments occurred after term one. There were eight aboriginal students and three Out-of-Home Care students at the school throughout 2020.

In 2020 the school's SFOE reduced to 0.6325 and the NESB remained at 90%, ensuring significant Equity and EAL funding was available to support students at a high level throughout remote learning and then into term four when 'catch-up' instruction was a priority. The demographic profile consisted of 54 different cultural identities with the three largest groups being Afghani, Indian and Sri Lankan. Support for Non-English speaking families became a priority during 2020 and two social platforms were set up by our MEAs for our Mothers' Group to communicate through. This ensured vulnerable families received both support from the school and access to our associated welfare and cultural agencies. Membership of this group grew to 57 mothers on weekly Zoom meetings and another 254, who could not connect to the Zoom platform, accessed information through Viber. Professional Development, emotional and educational support was continuously provided through to end of the school year.

The school was led by three principal class, supported by a team of middle level leaders comprising six Leading Teachers and six Learning Specialists. An additional FTE 46.4 teachers undertook either classroom responsibilities (37 classes) or supported students through the Literacy and Numeracy Intervention programs, EAL, Extension Writing and Mathematics and specialist P.E., Visual Arts, ICT and Library areas. The 21.9 Education Support Staff supported students during terms one and four in classrooms as Literacy Aides, PSD support, Speech Therapy, EAL, Administration, Maintenance or Welfare. Throughout remote learning ES worked tirelessly to support students and teachers working on-site and with making welfare or learning support calls to students.

The focus on developing Leadership Capacity for the past two years contributed significantly to the smooth and effective transition to remote learning and demonstrated the importance of intelligent, flexible and agile leadership. Led by excellent team leaders, teachers were able to respond to the challenges of a completely different way of teaching, new roles and the changing contexts of the on-site, remote learning, on-site, remote learning cycle of 2020. Our middle level leaders provided extensive professional development to staff in how to most effectively develop effective and sequential lessons for students that engaged and catered for differing levels of English and learning ability. Middle level Leaders also took on the additional work load of taking over classes when teachers left to return to interstate or overseas destinations to ensure learning continuity and school connections were maintained.

Dandenong North Primary School has a strong focus on continually upskilling staff and to also provide assistance to other schools in developing others' knowledge and capacity throughout 2020. During the year teachers undertook extensive professional development in Talk for Writing, worked with Prof Pamela Snow on The Science of Reading and were trained in Sounds Write, a systematic synthetic phonics approach in preparation for the acceleration of literacy learning when students returned to on-site learning. Numeracy was another focus revisited for upskilling staff as a result of the anticipated need for 'catch-up' teaching and learning. Staff also presented virtually in webinars and as conference speakers to large international audiences during lockdown on the importance of using research to inform teaching practice and program development. Prior to lockdown Dandenong North PS had numerous schools visit to observe the implementation of the Talk for Writing Program along with running a virtual network to provide support to other schools beginning this approach to literacy.

The low SES demographic of this school posed previously unconsidered challenges through the introduction of remote

learning. The accessibility to both devices and connectivity, along with the low ICT skills of parents, presented initial difficulties the school was required to address during both periods of remote learning. The staff sourced and paid for internet dongles for families without internet connectivity and had to reformat and provide 388 laptops and Ipads to students within a week. Onsite learning was provided for up to 34 students whose parents were essential workers or considered vulnerable. Additional ICT equipment that ensured high quality filming and enhanced instruction was also procured. For EAL students unable to effectively manage devices, individualised paper packs were prepared fortnightly and sent to students with phone calls from teachers, Multicultural Aides and staff able to translate for both parents and students. The lack of ICT skills in these families further disadvantages the students with their learning growth despite their enthusiasm and desire to learn. Students in the EAL Program and the Prep students experienced the greatest impact in their inability to access the quality of teaching they would receive when on site.

The welfare of students, teacher and parents became a priority that had not specifically been identified in the 2020 AIP. It quickly became a constant underlying focus of the school's Leadership Team from the beginning of the first period of lockdown until the end of the year. With a high percentage of our community having families living overseas in countries significantly impacted by COVID-19 considerable sensitivity and understanding was required to balance learning with the anxiety students and parents were experiencing. Welfare calls became a daily priority and vulnerable students were identified and brought to school for on-site learning. The positive impact this had on these children was almost immediate as was the return to school in term four for disengaged students and their families.

Framework for Improving Student Outcomes (FISO)

The school focussed on the FISO dimension of 'Building Practice Excellence' knowing this is an ongoing responsibility to ensure our students receive high quality and well informed instruction from every teacher who teaches them. Our students generally enrol with low English language skills, disrupted schooling and learning gaps that require informed and high quality teaching to address and quickly rectify. Teachers new to the school need professional learning programs that are able to accelerate both their knowledge and skills to ensure all students receive consistently high quality instruction. During Term 1 the focus on Professional Development, for teachers new to the school, involved extensive training in the school's Explicit Teaching and Learning Model, aligned with observations and lesson plan development and monitoring. This was further supported by an educational consultant who modelled lessons, observed and provided feedback to teachers to ensure all elements of the Teaching and Learning Model were incorporated in a cohesive lesson design and delivery. This proved an important element in building these teachers' practice when the COVID-19 outbreak led to remote learning. Having a learning structure that students understood and teachers were familiar with ensured a smoother than expected transition to a new, and previously untried, delivery model during remote learning. Sharing lessons between teachers within year level teams also provided a quality control element to the lesson design and delivery.

Throughout the year teachers undertook extensive professional development in a range of literacy and numeracy areas. Talk for Writing was undertaken by teachers new to the program, all staff worked with Prof. Pamela Snow on 'The Science of Reading' to gain an understanding of current literacy research and staff from our Literacy Intervention Program, Years Prep and Year one were trained in 'Sounds Write', a systematic synthetic phonics approach. The period of remote learning provided an opportunity to rewrite the phonics program in preparation for the anticipated need to accelerate our literacy learning when students returned to school.

Numeracy was another focus revisited to further upskilling staff as a result of the anticipated need for 'catch-up' teaching and learning once on-site learning commenced. All staff undertook 'Top Ten Maths' training which compliments the Mathematics conceptual framework developed by George Booker. Teachers new to Dandenong North also received additional Maths training in Term 1 to ensure a strong knowledge base of the curriculum. Experienced staff undertook on-line Mathematics professional development with Jo Boeler from Stanford University. Several staff also presented professional development to others virtually in webinars and as conference speakers to large national and international audiences during lockdown on the importance of using research to inform best teaching practice and program development. Prior to lockdown Dandenong North PS had numerous schools visit to observe the implementation of the 'Talk for Writing' approach, along with running a virtual network to provide support to other schools beginning this literacy approach. Our focus on professional learning was incredibly strong throughout 2020 despite the difficulties presented by the imposed lockdown and increased workload on teachers.

During remote learning Area Leaders met weekly with their teaching team to discuss the effectiveness of virtual lessons. Established team planning protocols and practices transferred seamlessly through the teachers' Webex sessions, ensuring targeted and effective teaching to students. Adjustments were regularly made in forward planning depending on the feedback received from students, parents and class teacher's own assessments. This was especially crucial during the first period of remote learning and led to a more informed approach for the second period of lockdown. Planning meetings were often attended by senior leadership members during remote learning in order to gain an understanding of the issues teachers were experiencing, along with receiving updates on the effectiveness of new tech equipment and refinement of feedback techniques. The leadership provided by this team of Area Leaders contributed significantly to the ongoing learning growth for the majority of students. During term four, planning was based on formative assessment and feedback rather than summative assessments as children readjusted to the routine and rigour of the school day. Some children experienced difficulty settling after such a long period being isolated and disconnected from school. Observations of teacher practice recommenced in term 4 which provided Area Leaders with an overview for adjustments in weekly planning along with additional feedback to teachers as they recommenced with more targeted teaching.

The AIP Targets to demonstrate results at or above state mean in NAPLAN Writing and to also have a strong correlation between NAPLAN and Teacher Judgements in Writing were unable to be assessed. However, the strength of the Talk for Writing approach and the modifications to VOICES during 2020 showed the power of these explicit teaching approaches with the growth in students' writing skills clearly evident during term 4. The target to have at least 80% of EAL students progress to the next stage of the EAL curriculum in a school year was not achieved due to remote learning where many students were not able to have the targeted and intensive English language instruction and practise.

Achievement

Strongly established team planning protocols and practices transferred seamlessly through Webex sessions, ensuring targeted and effective teaching to students throughout 2020. All lessons were taught explicitly by teachers, whether attending school or during remote learning. When working on-line teachers ensured students were not reliant on software programs unless it was to access reading material. EAL Students unable to receive or manage lessons through devices were provided with paper packs tailored to their sub-stage of the EAL curriculum. Learning units were designed to build on prior learning and lessons were sequential to reinforce skills and to provide multiple exposures. Feedback was provided to students by teachers through video chats, phone calls or texted. Peer feedback was also provided through platforms such as Padlet or group video chats. Returning to on-site learning, teachers focussed heavily on oral formative feedback to ensure immediate instructions or 'next-step' learning was provided to students. The use of concrete materials in Numeracy was a focus, ensuring students had an opportunity to develop their understanding beyond visuals and calculations. The opportunity to discuss mathematical concepts was a strong focus in term 4 to extend students' mathematical reasoning and problem solving skills.

Data remained an important planning tool for both planning, identifying students who are outliers within a curriculum area throughout the year. Weekly analysis of formative and summative information was discussed at Area Meetings throughout the year to ensure key concepts were being mastered by students. Teachers focussed on 'what matters most' within each curriculum area to ensure key skills were covered with sufficient intensity. This planning practice and discussion has resulted in higher than expected learning growth than anticipated in such a disruptive year of schooling. Data remains an important planning tool for both planning, identifying students who are outliers within a curriculum area.

The AIP Targets were to demonstrate results at or above state mean in NAPLAN Writing and to also have a strong correlation between NAPLAN and Teacher Judgements in Writing. These targets were unable to be assessed as NAPLAN assessments were not conducted in 2020. However, the strength of the Talk for Writing approach and the modifications to VOICES during 2020 showed the power of these explicit teaching approaches with the growth in students' writing skills clearly evident during term 4. The focus on vocabulary development and grammatical structures in writing transferred into, and impacted on, students' growth in reading comprehension. The PAT Reading results in November indicated that in years 1-6 the percentage of students achieving Above Average Comprehension was 33%, at Average 51% and Below Average 16%. All students, including those attending the EAL Program, were tested on this standardised assessment. Learning growth was less than in previous years, however, given the limitations to

differentiate instruction and provide immediate feedback throughout reading lessons the reading results are satisfactory. Inferential comprehension was identified as the most difficult area of comprehension to master as text vocabulary became more complex and the development of this skill was difficult to practise during remote learning due to the limitations of oral discussions. Of the 112 Prep students, 55% did not achieve the PM Reading Benchmark standard of Level 5. These Prep students were severely disadvantaged when on-site learning ceased at the end of term one, a time when only single sounds and three letter phonetic words had been taught. As the text levels progressed beyond level 3 more complex sight words, digraphs and vocabulary are introduced into the reading texts, and difficult for NESB students to master without practice and individualised feedback. However, within the 45% of students who achieve Level 5 or beyond there were 17 students who reached reading levels between levels 10 and 16.

The AIP target to have at least 80% of EAL students' progress to the next stage of the EAL curriculum in a school year was not achieved due to remote learning where so many EAL students were not able to have the targeted English language instruction and intensive oral practice of the English vocabulary and grammar. Only 111 of the 243 students attending the program progressed one stage which equates to 45.6% of students. A further 30% of students mastered the expectations of 2/3 of a stage.

Of the 156 students in years 1-4 attending the Reading Intervention Program in 2020 only two students were exited from the program having reached Benchmark level. The Reading Benchmark data correlated strongly with the PAT Reading scale score data where students scoring in the lower Average range only missing the Benchmark expected Reading levels by one or two levels.

Numeracy results indicated 88.3% of our students achieved at or above the expected standards, significantly above similar school and above the state mean.

The focus on returning to school was to ensure our high achieving students and those identified as having experienced difficulty during remote learning were provided with intervention and extension opportunities. All students missed the opportunity of using concrete materials when exploring new numeracy concepts along with the practice and discussion embedding new skills requires. The professional development in the Top Ten Maths Program assisted teachers considerably in addressing this issue and contributed to students' rapid improvement in Numeracy.

Students funded through the Program for Students with Disabilities experienced mixed success in moving forward with their learning goals. Most remained at home to undertake their lessons, although a small number came into school to ensure supervision and support from staff. The success of these students varied with 4-5 making little progress in literacy and numeracy. Two students made excellent progress in both of these curriculum areas while between 4-7 made satisfactory progress, between 4-6 made good progress, and 4-6 made very good progress. All Student Support Group meetings with parents discussed the experience and impact of remote learning and adjustments were made to the term 4 goals and strategies, depending on the feedback from parents and teachers.

On returning to school in term 4 a sense of urgency to review skills and move students forward was evident. This, however, needed to be balanced with understanding some learning had been lost over almost two terms of remote learning and that embedding new knowledge and skills takes time with opportunities for practice and application. Some students were unsettled by the severe disruption lockdown had presented in their lives and a balance between academic and welfare needs was required. Students' stamina to maintain focus throughout a full school day, in years P-2, was initially difficult to sustain and therefore adjustments to their learning programs. Formal assessments were undertaken later in term 4 to inform report writing and selecting students for the 2021 Tutor Program.

Engagement

Student attendance data was difficult to analyse in 2020 with the extended periods of remote learning impacting on the students' 'full' attendance on-line. The data informs us that the average number of days absent per student was 15.4, two days less than similar schools but 1.7 days more than the state average. With the exception of year one, all classes had attendance rates above 91%.

Students initially engaged enthusiastically, with lessons involving the novelty of devices and the changed format of

lessons through videos, stimulating hooks and an opportunity to vary the pace students chose to work at. Some students and families did experience difficulty connecting to the internet through either a lack of knowledge or unaware of the data provided on the dongles. However, these difficulties were overcome through the extensive assistance of translators, phone calls to homes, adding more data for device connections or bringing students on-site. Until these issues were resolved some students were unable to fully attend classes and could only undertake learning through paper packs and text book tasks with phone instructions from teachers or ES staff. So, while children were attending, some were engaged more fully than others and persisting with tasks for longer periods of time.

The second lockdown period required an increased creativity and effort from all staff to ensure learning remotely included stimulating "hooks" to encourage students to log on at 9 o'clock and remain engaged throughout the day's learning program. Motivation to encourage students to learn was measured at 96% positive by parents, indicating the effort put in to ensure students were positively engaged. Students responded with 91% agreeing that their teacher made learning fun and 86% agreed the work they did was interesting. Maintaining some students' engagement and attendance became a challenge for parents also, particularly when they had more than one child to supervise or encourage. Parents rated teachers' ability to encourage students to persist at 94% and their ability to provide additional help when needed at 90%. The strong communication between home and school throughout remote learning assisted students considerably with 82% of parents responding positively to how this communication was consistently conducted.

Returning to school was extremely positive for students as they re-engaged with peers, teachers and their learning. In a societal climate of fear, school was viewed as a safe place by both students and parents with 96% of parents responding positively and 0% negatively. 89% of students responded they felt safe at school. In a year where students were expected to work online the concern for teachers was the exposure students could experience to cyberbullying. The feedback from students about being picked on while online was 4% yet the proportion who are experiencing cyberbullying was 26%. The ICT Program will focus more strongly on how students are able to protect themselves when using the internet throughout 2021.

Programs such as the Student Representative Council and the Student Observers was severely restricted in the opportunities for students to have influence or a voice in school life or the learning programs throughout 2020 and this was reflected in the Student Opinion Survey with an overall score of 75% for Student Voice and Agency.

Wellbeing

The Wellbeing supports at Dandenong North Primary School were increased in 2020 to include a full-time psychologist within the team of a 0.8 Welfare Officer, 1.0 PSD Coordinator, 1.0 Speech Pathologist, 5 Speech Pathology Assistants and a teacher overseeing Individual Learning Plans. This team was enormously important throughout the year, but particularly during remote learning. Regular calls to vulnerable students and their parents, liaising with teachers, making medical appointments on behalf of families and ensuring therapy sessions continued off-site provided a sense of normality and security for students. All staff placed students and parents' wellbeing as a priority, understanding the pressures they were facing in isolation, with families overseas and financial and/or employment pressures. Welfare calls were conducted daily where staff had concerns that additional support may be required for certain families.

When school resumed onsite in term 4 supporting programs aligned with this Wellbeing Team included the Social Skills Program, individual counselling, individual and group speech therapy, Peer Mediation and PALS activity programs were all enacted as they had been in term 1. The holistic approach of service delivery adopted in the Wellbeing Program contributed significantly to the calm environment as children returned. This team ensured referrals for 2021 PSD applications were acted on quickly and counselling, programs and adjustments occurred for students almost immediately.

The Reception Program supported all newly enrolled students starting in terms 1 and 4 for their first two weeks through an induction process, full assessments, ILP development and ensuring connections were made with other students and staff in a safe and considered manner.

Student led programs such as Peer Mediation and the PALS activity program commenced again in term 4.

The Student Observer Program commenced again in term 4 as a means of reactivating Student Voice and Agency.

This program provides students the opportunity to gain training in elements that constitute effective teaching and in

how to provide considered and positive feedback to teachers on their practice.

The Self-Esteem Program operated throughout the year but with additions and modifications appropriate to remote learning. This program also contributed significantly to a positive school climate that operates on positive behaviours and encourages respectful relationships.

The Student Attitudes to School survey included students from years 4-6 and identified a highly positive response across all year levels despite the unique challenges of the 202 school year. Students in years 4, 5 and 6 indicated very high positivity towards Effective Teaching Time (89%), Differentiated Learning Challenge (89%), Stimulating Learning (88%) Effective Classroom Behaviour (83%) and (Social Engagement (89%). All three elements encompassed under Student Safety scored highly with Advocate at School (90%), managing Bullying (85%) and Respect for Diversity (85%).

Financial performance and position

The 2020 financial performance outcome resulted in an annual surplus.

The SRP provided the majority of the financial surplus due to the high number of Graduate and Classroom 1 teachers employed at lower salary rates than the notional "average". In addition to the Core Funding Allocation the school received significant additional funding to address the EAL needs of our students. This allocation provides 6 full-time Intensive Withdrawal EAL classes and Multicultural Aides. The Program for Students with Disabilities also provided an additional targeted revenue source. DET Targeted Initiatives for the Primary Welfare, Refugee and Asylum Wellbeing Supplement provided additional revenue in the SRP. The surplus provided in the 2020 SRP was impacted by the COVID19 responses in two ways: We spent "unbudgeted" money on reprographics to create "learning, hard-copy packs" and we provided huge ICT support to our disadvantaged families. On the other hand we reduced the number of Casual relief Teachers employed because there were very few teachers on-site who needed replacing.

The school was in receipt of \$2,248,040 of Equity Funding which was largely spent on teachers and support staff delivering intervention programs designed to offset disadvantage or to enable educational adjustments required to match the learning needs of our students. Intervention programs included a literacy intervention program employing a mixture of teaching and support staff who were still being paid during 2020 despite the absence of on-site students. Similarly, other specialised intervention and extension programs involved staff working from home but still receiving a full-time salary. Specifically, the Equity funding supported additional programs such as the Wellbeing/PSD Team, allowing a school employed psychologist, speech therapist, 5 Speech Therapy Aides, special education teacher and PSD co-ordinator. The Reading Factory (Literacy Intervention Program) comprises two teachers and up to 12 Education Support staff, Literacy and Numeracy extension and intervention programs are also funded through the Equity allocation as is the IMOCAD Program, Student Voice and Peer Observation Programs. Literacy Aides were available to all classes when on-site learning resumed. All moneys from the Equity allocation have been spent and accounted for during the 2020 school-year.

Utilities, curriculum expenses, ICT consumable and connectivity expenses were generally reduced as a consequence of the COVID impact - even though there were increased costs. The impact on forward-planning to comply with the Government policy outcome of handing over 140 devices permanently to students who had them on loan started to impact on the 2020 budget but will also significantly impact in 2021. The 2020 budget funded major ICT equipment upgrades and device stock expansions and maintenance, Expenditures on School Council employees continued even when staff were not on-site, and reprographics expenditure ballooned due to COVID.. Significant expenditure was allocated to the development of a masterplan for the full-size gymnasium that is needed to complete the "buildings entitlement", and for grounds rectification, and the purchase of a further 3 interactive teaching boards. All monies were allocated appropriately and according to the DET guidelines for these specific programs and resources.

Fundraising provided revenue for additional student welfare programs and wellbeing needs.

Dandenong North Primary School responded magnificently to the challenges of nearly six months of remote learning and managed to achieve acceptable learning outcomes from students under trying circumstances. We were able to deliver significant professional development opportunities for our staff and continued to be prudent in the expectation

that once the masterplan for the gymnasium was complete the VSBA would schedule building with a further contribution from the school towards the building program. To that end, The School Council "ringlocked" a further \$1.2M

to underwrite the capital works program. Despite the challenges and difficulties of COVID19, we delivered a surplus budget for the 2020 year. This attests to the sound fiscal management of the School Council and is considered important in realizing the fit-for-purpose nature of the school facilities over time.

In summary, the wisdom of delivering an annual surplus budget is becoming more and more apparent as the year/s unfold and will be especially important if the VSBA approves the expected Capital Works Program for the long-awaited gymnasium.

For more detailed information regarding our school please visit our website at
www.dandenongnorthps.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 815 students were enrolled at this school in 2020, 399 female and 416 male.

NDA percent of students had English as an additional language and NDA 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.

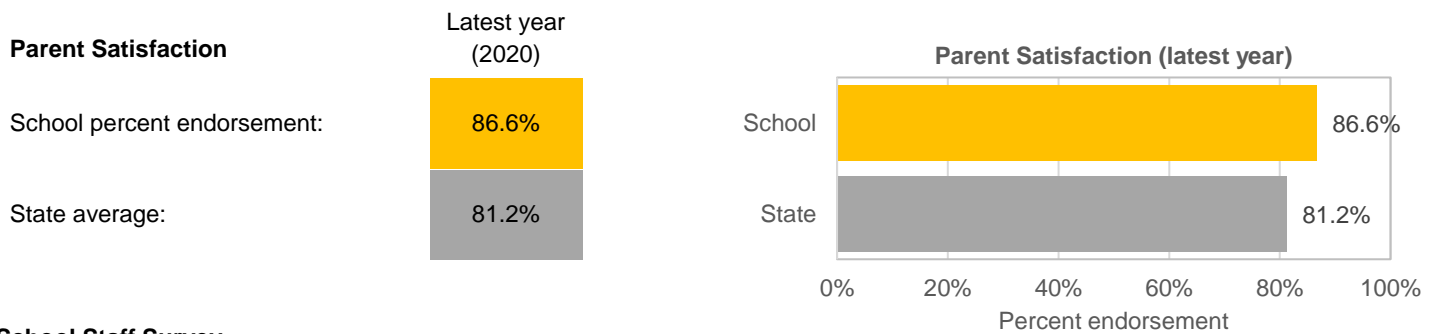
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

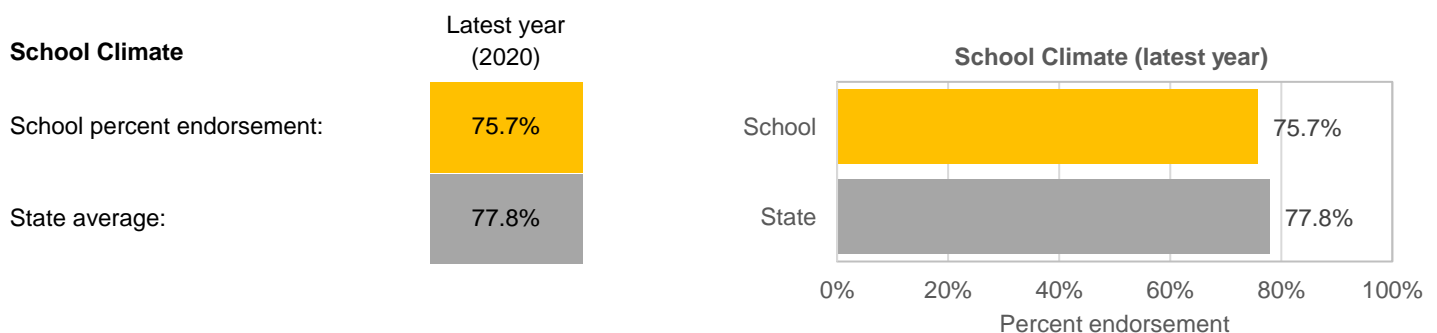


School Staff Survey

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.



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:

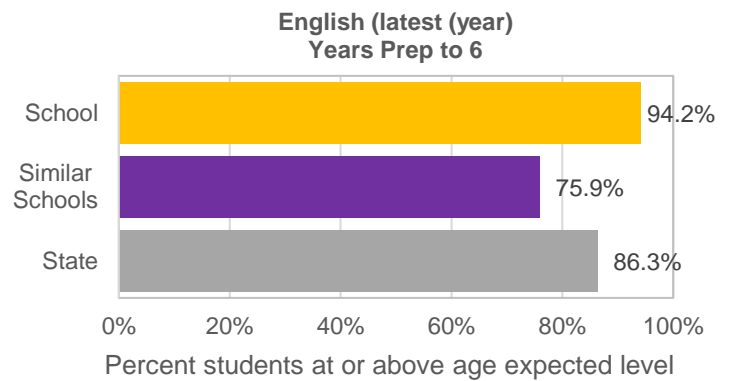
94.2%

Similar Schools average:

75.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

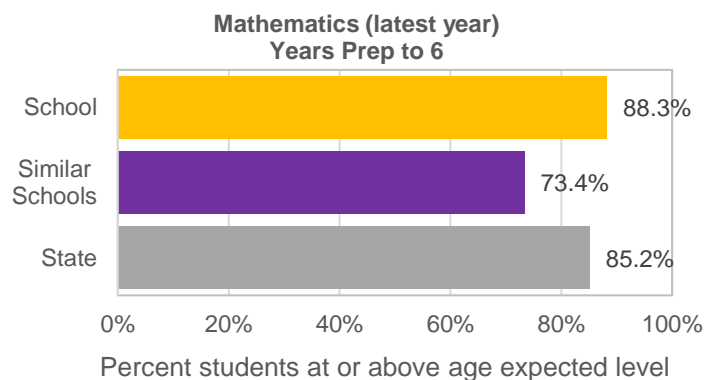
88.3%

Similar Schools average:

73.4%

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

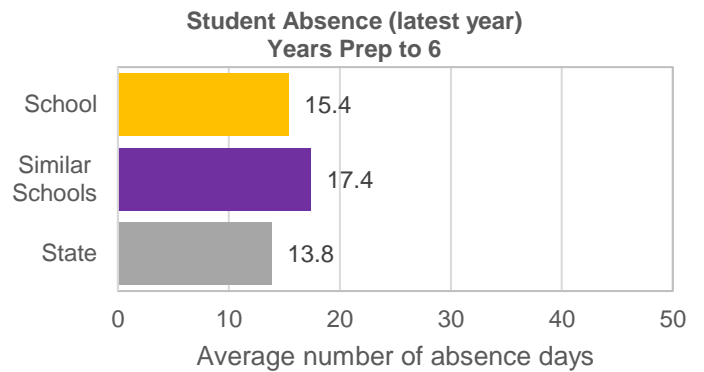
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	15.4	14.3
Similar Schools average:	17.4	17.0
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):	91%	89%	91%	93%	93%	95%	93%

WELLBEING

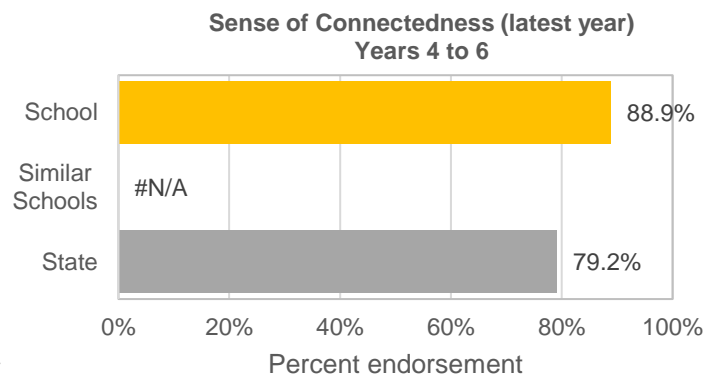
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	88.9%	94.3%
Similar Schools average:	NDP	85.3%
State average:	79.2%	81.0%



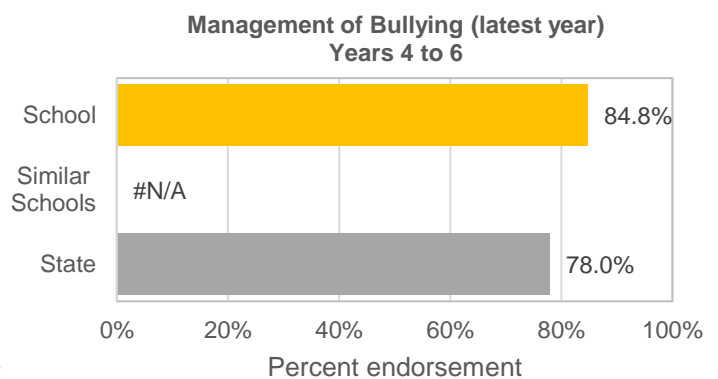
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	84.8%	90.6%
Similar Schools average:	NDP	83.3%
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	\$12,404,696
Government Provided DET Grants	\$1,802,158
Government Grants Commonwealth	NDA
Government Grants State	\$4,100
Revenue Other	\$27,146
Locally Raised Funds	\$83,765
Capital Grants	NDA
Total Operating Revenue	\$14,321,865

Equity ¹	Actual
Equity (Social Disadvantage)	\$2,248,040
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$2,248,040

Expenditure	Actual
Student Resource Package ²	\$8,451,305
Adjustments	NDA
Books & Publications	\$15,274
Camps/Excursions/Activities	\$9,800
Communication Costs	\$45,474
Consumables	\$317,269
Miscellaneous Expense ³	\$54,538
Professional Development	\$75,242
Equipment/Maintenance/Hire	\$99,121
Property Services	\$57,503
Salaries & Allowances ⁴	\$482,808
Support Services	\$350,652
Trading & Fundraising	\$19,074
Motor Vehicle Expenses	\$791
Travel & Subsistence	NDA
Utilities	\$55,486
Total Operating Expenditure	\$10,034,338
Net Operating Surplus/-Deficit	\$4,287,527
Asset Acquisitions	\$784,510

- (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	\$2,783,107
Official Account	\$59,721
Other Accounts	NDA
Total Funds Available	\$2,842,828

Financial Commitments	Actual
Operating Reserve	\$257,709
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$457,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$34,689
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$400,000
Capital - Buildings/Grounds < 12 months	\$650,000
Maintenance - Buildings/Grounds < 12 months	\$530,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$650,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,979,398

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.