2022 Annual Report to the School Community

School Name: Dingley Primary School (4257)

Dingley Primary School

- 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 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 01 April 2023 at 02:57 PM by Andrew Holmes (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 02 April 2023 at 10:01 AM by Sally Cutler (School Council President)

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 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.

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

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)

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

Dingley Primary School is situated in spacious landscaped grounds located in the south-eastern suburb of Dingley Village on the land of the Bunurong people, who we regularly acknowledge and pay our respects to, as a school community. Established in 1925, the school has a confirmed enrolment of 443 students for the 2022 school year. Students come from a broad cultural base with over 28% of students from a Language Background other than English. School staff is comprised of 2 Principal Class, 33 Teaching Staff and 15 Education Support Staff. 27 staff are full-time and 21 staff are part-time.

Dingley Primary School aspires to develop a community in which all members are respectful, compassionate, lifelong learners, who take action as global citizens. Through our commitment to a high quality inclusive and intercultural education within stimulating and challenging learning environments, we promote academic, social and emotional growth.

Our school is an authorised International Baccalaureate World School for the Primary Years Programme. Collaborative teaching and learning occurs across all levels of the school environment and is based on the premise of high expectations for all. There is a culture of distributive leadership with students at the centre of all conversations, decisions and allocation of resources. There is a commitment to building leadership capacity at all levels within the school and an emphasis on individual and collective accountability. Dingley Primary School became a Victorian Professional Learning Communities (PLC) school in 2021. Our teachers plan and work collaboratively to assess, monitor and track student achievement. There is a pervading commitment to professional growth and personal accountability within the staff. Teachers participate in peer observation, mentoring and induction programs.

We demonstrate and promote the six values of Respect, Honesty, Persistence, Responsibility, Resilience and Empathy, which are central to the life of our school. A strong commitment to the processes of restorative practices underpins the importance we place on positive relationships between all community members.

Dingley Primary School proudly promotes an inclusive learning environment. We have a number of students with a Disability Inclusion Profile (Tier 3), who are well supported by a collaborative team of education support staff. Tier 2 funding ensures students with additional needs are catered for through a variety of targeted interventions. The provision of the Tutor Learning Initiative enhances the support our teachers provide to identified students within English and Mathematics.

A broad enrichment program includes a range of extra-curricular offerings, including instrumental music tuition, coding & robotics, public speaking, swimming and after school sport tuition as part of the Sporting Schools initiative. Dingley Primary School also provides students with a comprehensive outdoor education program from Year 2 through to Year 6; inclusive of camps and inter-school competitions. Our student leadership program includes Student Representative Council, with our school captains authentically leading student voice and agency within four action groups (school, community, national and international). Dingley Primary School's out of school hours care provider is Team Kids - a leader in the area of Before and After School Care, and Holiday Programs. Our students benefit from a Breakfast Club which operates three times a week in conjunction with Food Bank. We also offer a canteen, providing lunch orders and over the counter sales.

Dingley Primary School is compliant with all eleven of Victoria's new Child Safe Standards, actively promoting the safety, wellbeing and inclusion of all children.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Dingley Primary School continued to work through the second year of the School Strategic Plan (2021-2025). The focus of the year was to continue building practice excellence, to improve student learning as well as the Department's priority of Learning, Catch-up and Extension.

Teacher Judgement of student achievement demonstrated the following:

- 95% of students in Years Prep - 6 at or above the expected standards in Reading and Viewing
- 93% of students in Years Prep - 6 at or above the expected standards in Writing
- 97% of students in Years Prep - Year 6 at or above the expected standards in Number and Algebra.

All above curriculum areas were well above similar schools, and state averages.

The percentage of students in the top two bands of testing in NAPLAN continued to show achievements in:

- Reading (68% Year 3 and 51% Year 5)
- Numeracy (49% Year 3 and 38% Year 5)
- Writing (71% Year 3 and 39% Year 5)

All above NAPLAN areas were above similar schools and state averages.

The whole school assessment database allowed all teachers to see how individual students, classes and year levels were tracking. It also enabled teams to determine where students are falling behind and ensure that interventions and enrichments can assist these students in particular curriculum areas. Students were identified across the school, through the IEP process, requiring additional support through school-based interventions and the Tutor Learning Initiative in English and Mathematics.

Funding provided by the Program for Students with Disabilities (PSD) and the Disability Inclusion Profile (DIP) provided the opportunity for the school to provide the adjustments and interventions to support students with diagnosed disabilities and learning needs, as well as regular Student Support Group (SSG) meetings with a focus on specific goals. This was further supported through the Tier 2 support with a focus on supporting students with Specific Learning Difficulties (SLD).

Students in Out of Home Care continued to show steady progress with their individual goals, regularly discussed and reviewed at during Student Support Group (SSG) meetings.

Wellbeing

In line with the Department's priority of wellbeing - effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable, staff continued to input data into the student wellbeing wellness tracker implemented in 2021. This tool helped staff to identify students with behavioural and emotional support needs in the following categories: social, academic, and emotional behaviour.

Using this tool, we identified students who require additional support in the three categories:

Social supports:
- LEGO Therapy
- participation in lunchtime clubs
- counselling support through Monash University Masters of Counselling program
- referrals to external psychologist

Academic supports:
- IEP implementation
- opportunities for targeted intervention within classroom with tutor or Tier 2 intervention teachers
- participation in remedial literacy support (Toe-by-Toe) x3 and remedial maths support

Emotional supports:
- counselling support through Monash University Masters of Counselling program
- referrals to external psychologist
- regulation strategies to focus, calm, think, move, breathe, and connect- through tools related to the Zones of Regulation
- opportunities for strength-based activities.

Teachers and leaders established agreed monitoring processes and leaders ensure these are visible for staff use- this is a tiered response to assisting families/students with any social, academic and emotional supports.

Respectful Relationships training for all staff was implemented. Dedicated professional learning sessions were scheduled throughout term 3 and term 4, where as a school we:
- committed to action through the Statement of Commitment
- provided an all-staff briefing on Respectful Relationships
- ensured a strong shared understanding among key staff and leaders of the initiative
- provided information to the school community about being an RR school
- developed an RR implementation team that has wide representation, meets at least twice per term and regularly reviews progress using the 5-step continuous improvement cycle.

Engagement

In 2022, the average attendance rate across the school was 95.3%. The student absent day breakdown is as follows:
- 5 – 9.5 days – 22%
- 10 – 19.5 days – 37%
- 20 – 29.5 days – 20%
- 30+ days – 20%

Attendance was carefully monitored with protocols in place to follow up on absenteeism. Tracking processes via Compass were in place to target students with unexplained regular non-attendance, these include:
- identifying and following up students with unexplained absences

- making calls to parents to address the problem by implementing a range of improvement strategies including developing Individual Education Plans
- modified attendance plans where necessary.

The 2022 Student Check-in survey displayed an overall positive endorsement of 72.6% for 'Sense of Confidence'. There was also a positive endorsement of 81% for 'Confidence and resiliency skills' on the Parent Opinion Survey.

Dingley Primary School offers a range of lunch time clubs to cater for the varying needs and interests during the lunch break. These include- board games, drawing, LEGO, Glee Club, library, anime, and coding.

Breakfast Club continued to gain momentum in the 2022 school year with an increase of two mornings a week, to three mornings. Volunteers and staff help set up Breakfast Club space and provide students with a variety of healthy breakfast foods. These include oats, muesli, Vita Brits, wholegrain Cheerios, milk, baked beans, canned fruit, fruit cups, fresh apples, Vegemite and honey. The provision of the Breakfast Club enables the following:

- removing the barrier to learning when a child is hungry.
- creating a safe and social environment.
- foster student leadership through roles at their Breakfast Club.
- improved punctuality and attendance.

We have continued to strengthen engagement with regional and external support agencies through collaboration with our SSS Key Contact, along with external allied health supports. Professional learning opportunities delivered by our SSS support staff were presented to the teaching staff with a focus on supporting students with learning difficulties and regular opportunities for observation and discussion.

Other highlights from the school year

Our school had a strong focus on the health and wellbeing of all school stakeholders that included embedding approaches to build community connection and connectedness across the school year. The School Council Community Engagement subcommittee enhanced community connections with the school, with an increased social media presence, key events to support the community and maximise opportunities engage with each other and local businesses.

Financial performance

Dingley Primary School maintained a very sound financial position throughout 2022. The 2022-2025 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 shows a total of $173,550 being available at the end of the year. Included in the positive cash balance was a cumulative $39,674 of fundraising from our Community Engagement sub-committee of School Council, having raised $13,723 in the 2022 school year. Further to this, the school was in receipt of $7617 of 2023 parent payment contributions, before the end of the 2022 school year. The school was also in receipt of $3015 as parent contributions towards the Year 5/6 camp of Term 1, 2023. The school received a small amount of Equity Funding, which contributed towards the employment of a staff member for student wellbeing initiatives such as Lego Therapy.

For more detailed information regarding our school please visit our website at
http://www.dingleyps.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 443 students were enrolled at this school in 2022, 186 female and 257 male.

28 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).
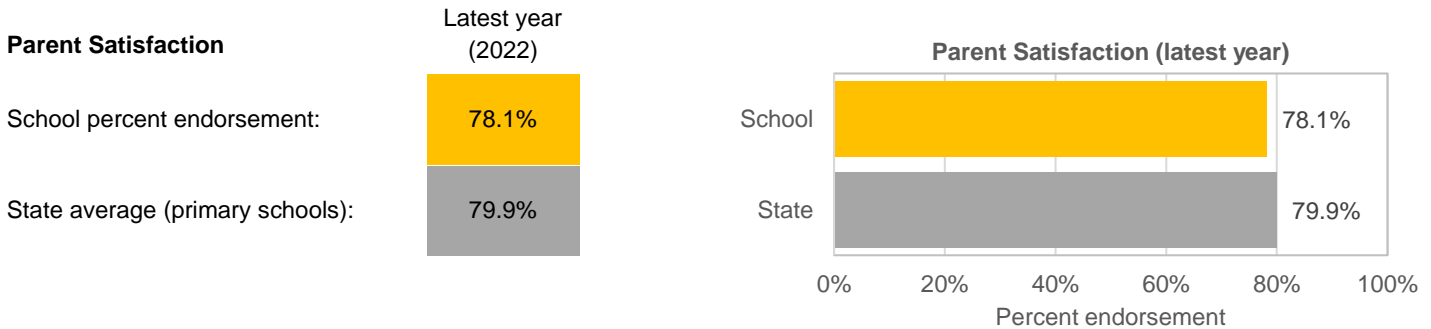
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

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.
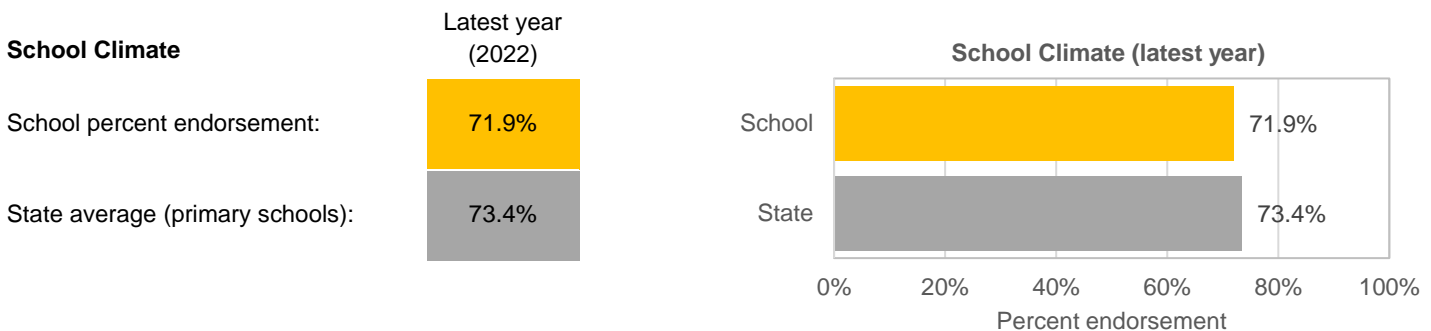
Parent Satisfaction	Latest year (2022)
School percent endorsement:	78.1%
State average (primary schools):	79.9%

Parent Satisfaction (latest year)

School	78.1%
State	79.9%

Percent endorsement

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.

School Climate	Latest year (2022)
School percent endorsement:	71.9%
State average (primary schools):	73.4%

School Climate (latest year)

School	71.9%
State	73.4%

Percent endorsement

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:	95.4%
Similar Schools average:	89.6%
State average:	87.0%

English (latest (year)
Years Prep to 6

School — 95.4%
Similar Schools — 89.6%
State — 87.0%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
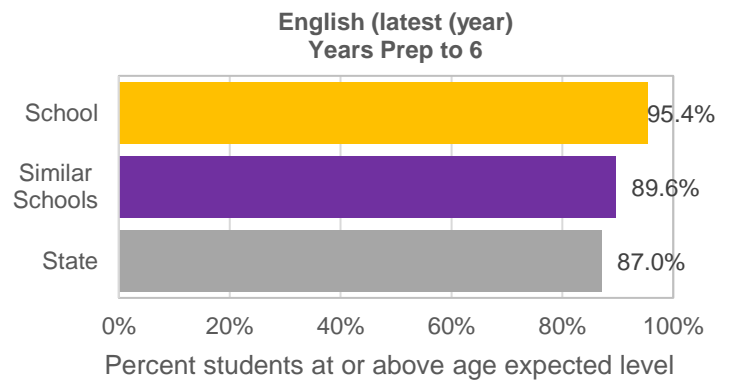
Mathematics
Years Prep to 6

Latest year (2022)

School percent of students at or above age expected standards:	96.9%
Similar Schools average:	88.8%
State average:	85.9%

Mathematics (latest year)
Years Prep to 6

School — 96.9%
Similar Schools — 88.8%
State — 85.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
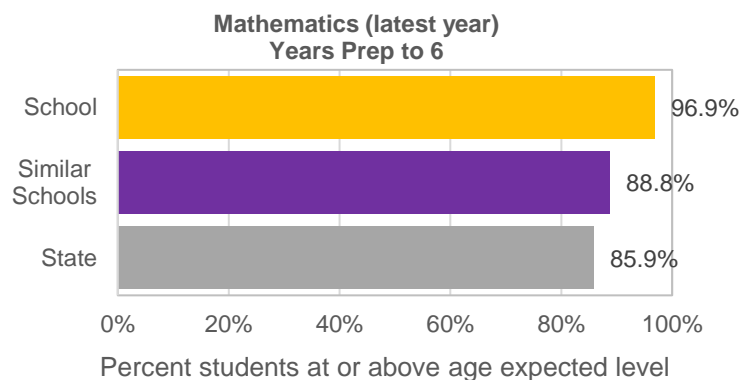
LEARNING (continued)

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.
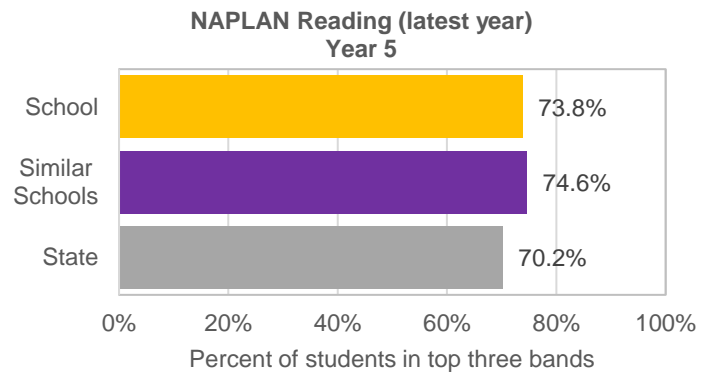
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	80.7%	78.5%
Similar Schools average:	83.2%	82.3%
State average:	76.6%	76.6%

NAPLAN Reading (latest year) Year 3

School	80.7%
Similar Schools	83.2%
State	76.6%

Percent of students in top three bands
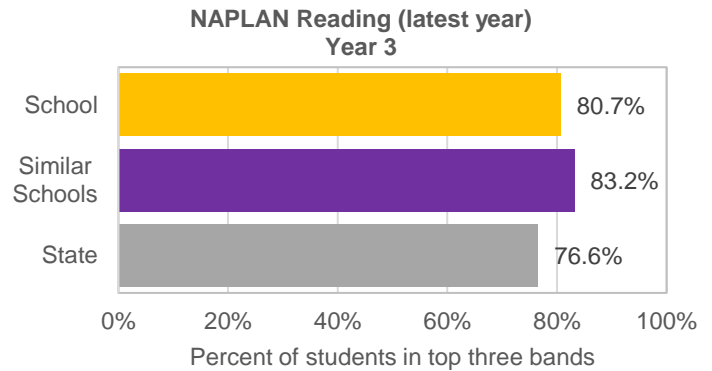
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	73.8%	74.9%
Similar Schools average:	74.6%	73.8%
State average:	70.2%	69.5%

NAPLAN Reading (latest year) Year 5

School	73.8%
Similar Schools	74.6%
State	70.2%

Percent of students in top three bands

Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	74.5%	68.4%
Similar Schools average:	68.9%	71.3%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year) Year 3

School	74.5%
Similar Schools	68.9%
State	64.0%

Percent of students in top three bands
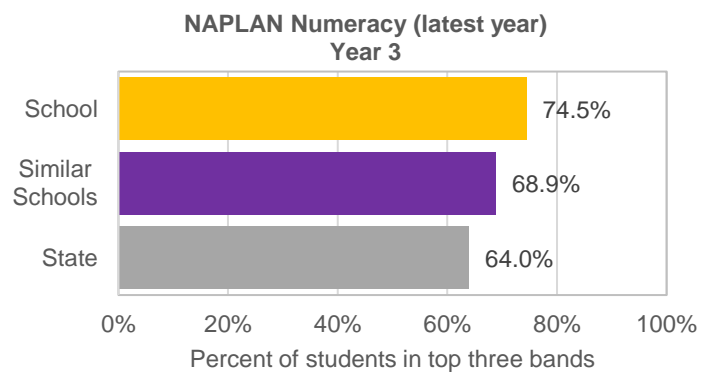
Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	67.2%	72.6%
Similar Schools average:	56.6%	62.3%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year) Year 5

School	67.2%
Similar Schools	56.6%
State	54.2%

Percent of students in top three bands
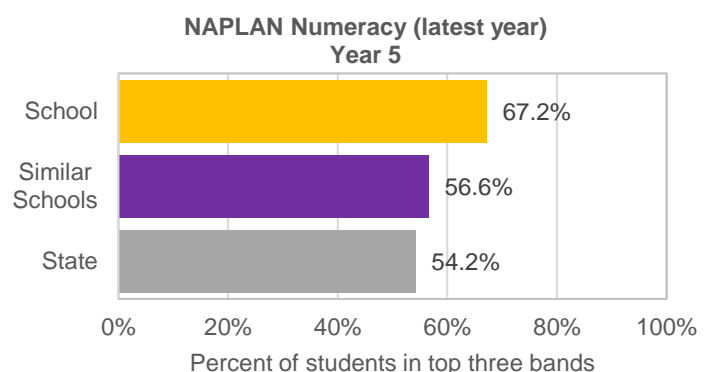
WELLBEING

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:	72.1%	75.4%
Similar Schools average:	79.3%	80.2%
State average:	78.1%	79.5%

Sense of Connectedness (latest year) Years 4 to 6

School 72.1%
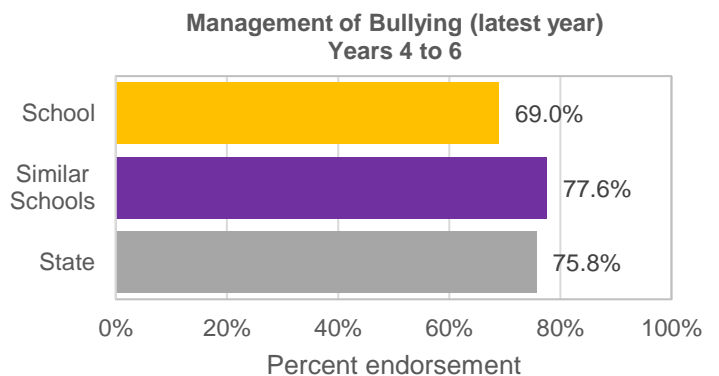Similar Schools 79.3%
State 78.1%

Percent endorsement
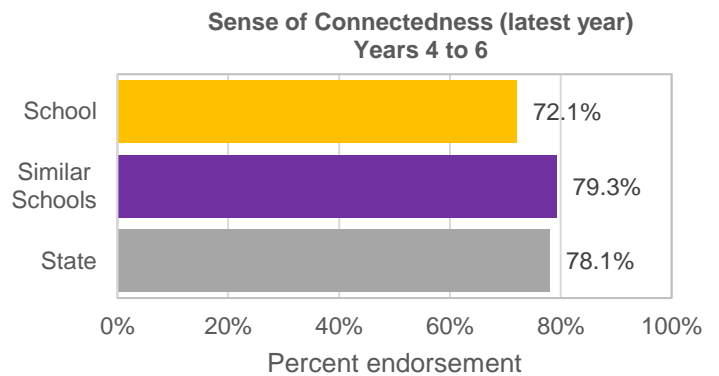
Student Attitudes to School – Management of Bullying

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:	69.0%	76.8%
Similar Schools average:	77.6%	79.2%
State average:	75.8%	78.3%

Management of Bullying (latest year) Years 4 to 6

School 69.0%
Similar Schools 77.6%
State 75.8%

Percent endorsement

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:	21.9	13.8
Similar Schools average:	22.4	15.5
State average:	23.3	17.0

Student Absence (latest year) Years Prep to 6

School	21.9
Similar Schools	22.4
State	23.3

Average number of absence days
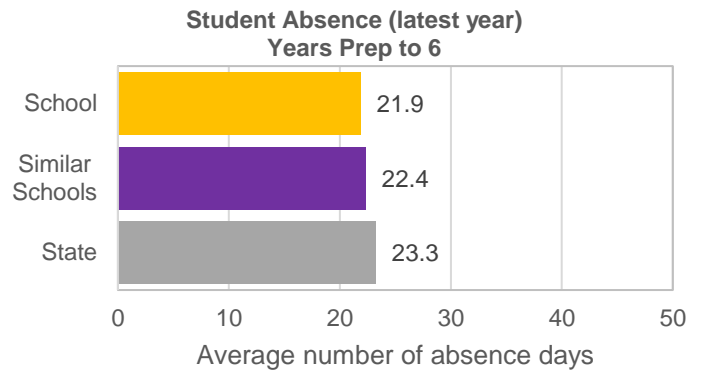
Attendance Rate (latest year)

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):	90%	90%	89%	88%	89%	89%	88%

11

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$4,385,080
Government Provided DET Grants	$408,790
Government Grants Commonwealth	$7,600
Government Grants State	$0
Revenue Other	$37,972
Locally Raised Funds	$329,903
Capital Grants	$0
Total Operating Revenue	**$5,169,345**

Equity [1]	Actual
Equity (Social Disadvantage)	$40,393
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$40,393**

Expenditure	Actual
Student Resource Package [2]	$4,419,848
Adjustments	$0
Books & Publications	$2,191
Camps/Excursions/Activities	$149,503
Communication Costs	$11,395
Consumables	$67,798
Miscellaneous Expense [3]	$71,924
Professional Development	$19,275
Equipment/Maintenance/Hire	$140,884
Property Services	$87,052
Salaries & Allowances [4]	$108,468
Support Services	$82,834
Trading & Fundraising	$31,914
Motor Vehicle Expenses	$62
Travel & Subsistence	$822
Utilities	$52,394
Total Operating Expenditure	**$5,246,364**
Net Operating Surplus/-Deficit	**($77,019)**
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 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

Funds available	Actual
High Yield Investment Account	$127,789
Official Account	$20,954
Other Accounts	$24,807
Total Funds Available	**$173,550**

Financial Commitments	Actual
Operating Reserve	$126,724
Other Recurrent Expenditure	$7
Provision Accounts	$195
Funds Received in Advance	$21,757
School Based Programs	$20,146
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$1,473
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	**$170,302**

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.