

2023 Annual Report to the School Community

School Name: Dingley Primary School (4257)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 March 2024 at 12:51 PM by Rosanne Ridgway (Principal)

- This 2023 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 19 March 2024 at 06:35 PM 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 411 students for the 2023 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, 30 Teaching Staff and 17 Education Support Staff. 24 staff are full-time and 23 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

Our school has made significant progress in achieving our learning goals and supporting improvements in student learning outcomes, particularly in alignment with the 12-month targets set for 2023. Through a structured instructional model tailored to meet the needs of our students, coupled with comprehensive diagnostic tools and strategic planning, we have witnessed notable highlights in various subject areas.

One of the key highlights is the remarkable increase in the proportion of students achieving above age-expected levels in Reading and Viewing, Writing, and Number and Algebra. For instance, in Reading and Viewing, we surpassed our target by increasing from 21% in 2022 to 28% by the end of 2023, representing a 7% increase. Similarly, in Writing, despite a slight decrease in 2023, excluding EAL, we achieved a significant increase of 6% from 14% in 2022 to 20% by the end of 2023.

Our instructional model components, meticulously aligned with the GRR model and HITS, have played a pivotal role in driving these improvements. By incorporating daily fluency tasks, explicit teaching, guided practice, and student-centered activities, we ensure a structured and engaging learning environment conducive to academic growth.

Furthermore, our diagnostic tools for reading fluency provide valuable insights into students' progress and inform targeted interventions. Through data-driven analysis and planning, we tailor instruction to address common misunderstandings and individual learning goals, fostering a culture of continuous improvement.

Additionally, our strategic use of strategies and resources, such as levelled readers, guided reading activities, and individualized education plans, further supports student learning and growth.

In conclusion, our school's commitment to evidence-based practices, targeted interventions, and data-driven decision-making has enabled us to make significant strides in improving student learning outcomes. By continually refining our instructional approaches and leveraging diagnostic data, we remain dedicated to equipping our students with the skills and knowledge needed for academic success.

Wellbeing

At our school, the holistic development and wellbeing of our students are paramount. We have made significant strides in progressing our goals and supporting improvements in student wellbeing outcomes through a range of initiatives and programs tailored to meet the diverse needs of our community.

One of the key highlights in our wellbeing approach is our commitment to fostering social and emotional wellbeing. Through initiatives such as Respectful Relationships lessons and the use of resources like Kimochis, students are provided with opportunities to develop emotional intelligence and interpersonal skills from an early age. Our connecting circles sessions and mindfulness practices further reinforce a positive and supportive school culture, helping students to regulate their emotions and build resilience. Additionally, our involvement in the Respectful Relationships Initiative has yielded tangible benefits for student wellbeing. By conducting weekly lessons, providing regular updates in newsletters, and creating a safe space for learning about gender equality, we have created an inclusive environment where students feel valued and respected.

Furthermore, our school-wide programs and practices, including Posi Schools and Restorative Practices, promote positive relationships and conflict resolution skills among students. Through professional learning opportunities and initiatives like the Wellbeing Tracker, we continually assess and address the evolving needs of our students, ensuring that they have access to the support they require.

Student involvement and peer support play a crucial role in promoting wellbeing within our school community. By encouraging students to track their emotions regularly and providing opportunities for peer mediation, we empower them to take ownership of their wellbeing and support one another in times of need.

In summary, our school is dedicated to nurturing the holistic wellbeing of our students. Through a combination of targeted initiatives, inclusive practices, and student involvement, we strive to create a supportive and inclusive environment where every student can thrive emotionally, socially, and academically.

Engagement

Engagement is a cornerstone of our educational approach, aligning with the Framework for Improving Student Outcomes (FISO) 2.0. We prioritize student attendance as a crucial indicator of engagement, actively monitoring and analyzing data to identify trends and implement targeted interventions. Our efforts have resulted in improved attendance rates across all year levels, fostering a more consistent and participatory learning environment.

A highlight of our engagement strategy is the integration of holistic approaches to learning and wellbeing. Initiatives such as Respectful Relationships lessons and mindfulness practices cultivate a sense of belonging and connectedness among students, positively impacting their engagement with learning and the school community.

We empower student voice and agency by involving them in decision-making processes and curriculum development. Through platforms like student leadership programs and regular feedback mechanisms, students contribute to shaping school practices, fostering a sense of ownership and investment in their educational experience.

In addition to academic engagement, we offer a diverse range of extracurricular activities and events. From sports clubs to cultural exchanges and community service projects, these opportunities enrich students' overall experience, promoting social cohesion, resilience, and personal growth.

In summary, our school's commitment to engagement encompasses targeted attendance interventions, holistic approaches to learning and wellbeing, and opportunities for student voice and agency. Through these efforts, we create a dynamic and inclusive learning community where every student feels valued, supported, and inspired to excel academically and personally.

Financial performance

Dingley Primary School maintained a very sound financial position throughout 2023. The 2022-2025 School Strategic Plan, along with the 2023 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 \$95,258.34 being available at the

end of the year. Included in the positive cash balance was a cumulative \$13,158.42 of fundraising from our Community Engagement sub-committee of School Council, having raised \$26,821.66 in the 2023 school year. Some of these funds have been spent on setting up classroom libraries, decodable readers for students, engaging a provider for a student fun day and also a silent disco for all students, purchasing marquees for school events. Further to this, the school was in receipt of \$5354.50 of 2024 parent payment contributions, \$793.75 Building Fund donations, \$968.75 Library Fund donations, \$542.50 Maintenance Levy donations, \$427.50 First Aid donations before the end of the 2023 school year. The school was also in receipt of \$8225.10 as parent contributions towards the Year 5/6 camp in Term 1, 2024. The school received a small amount of Equity Funding, which contributed towards the employment of a staff member for student wellbeing initiatives such as We Thinkers Social Thinking and the use of a school-based counsellor.

For more detailed information regarding our school please visit our website at
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 423 students were enrolled at this school in 2023, 179 female and 244 male.

27 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).

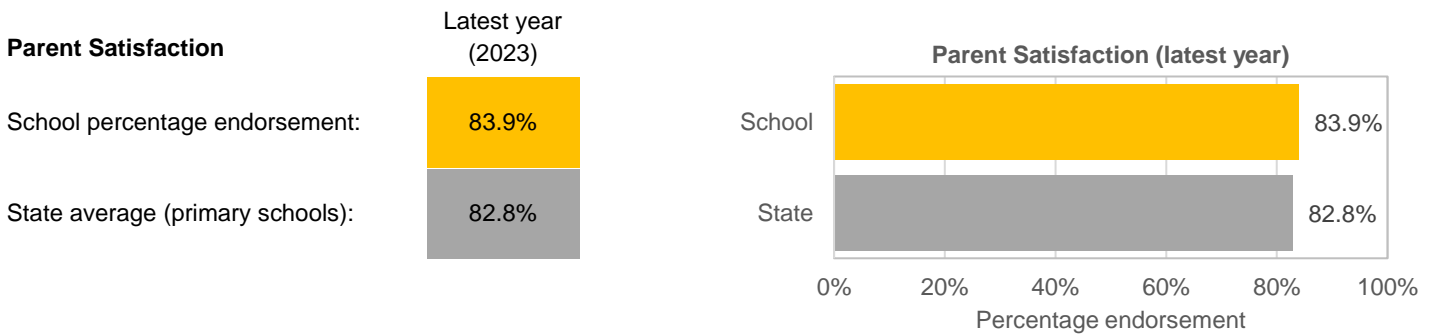
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

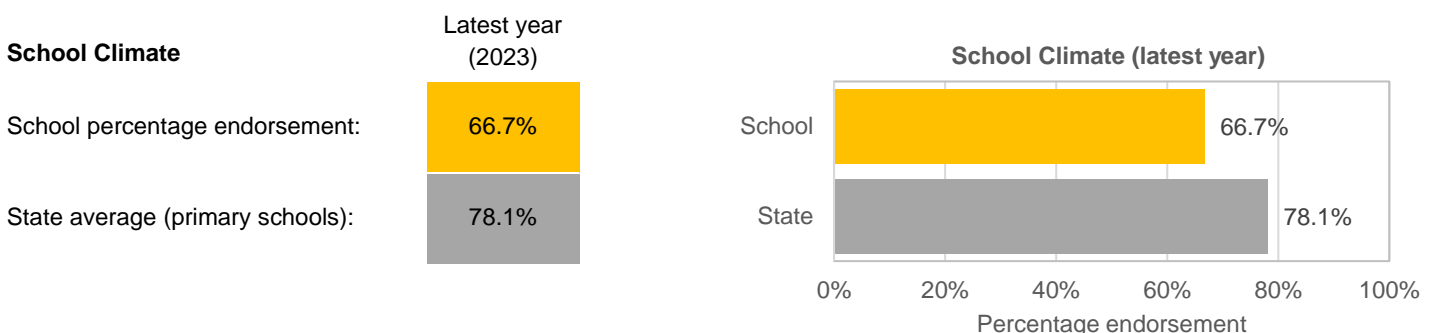


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

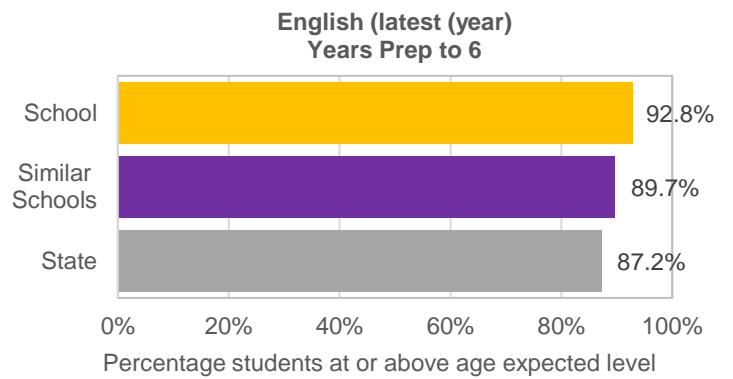
92.8%

Similar Schools average:

89.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

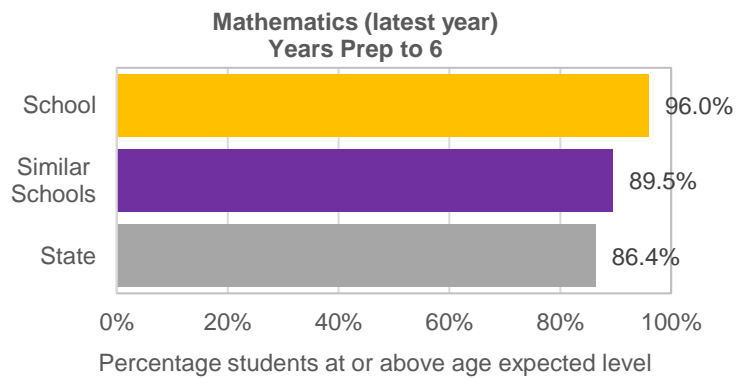
96.0%

Similar Schools average:

89.5%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

82.2%

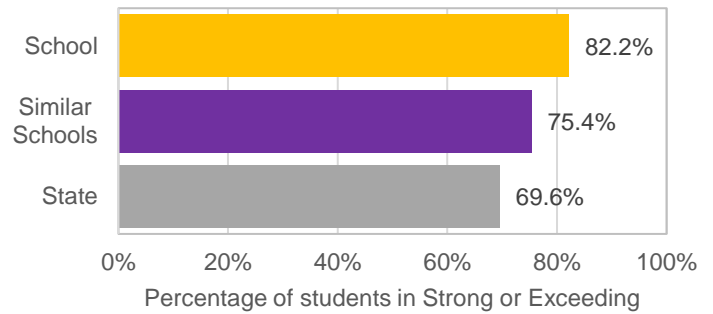
Similar Schools average:

75.4%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

85.7%

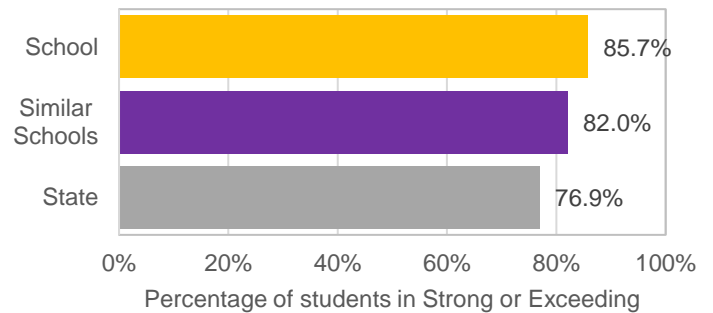
Similar Schools average:

82.0%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

78.7%

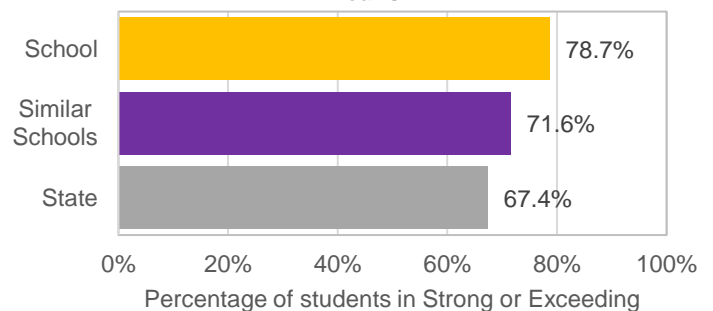
Similar Schools average:

71.6%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

83.9%

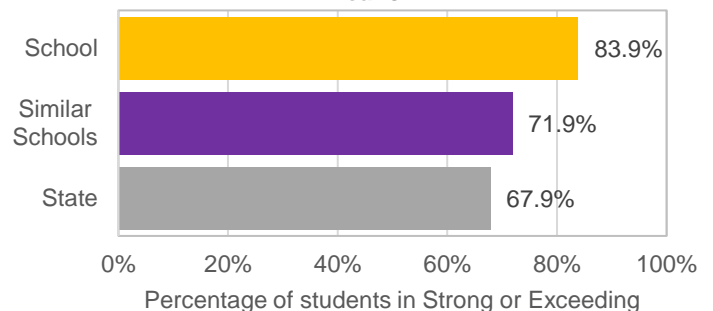
Similar Schools average:

71.9%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

80.7%

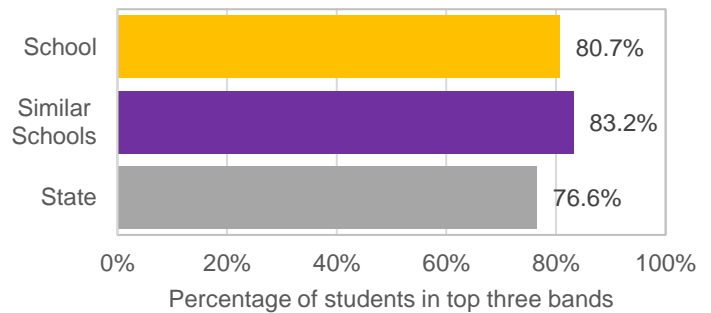
Similar Schools average:

83.2%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

73.8%

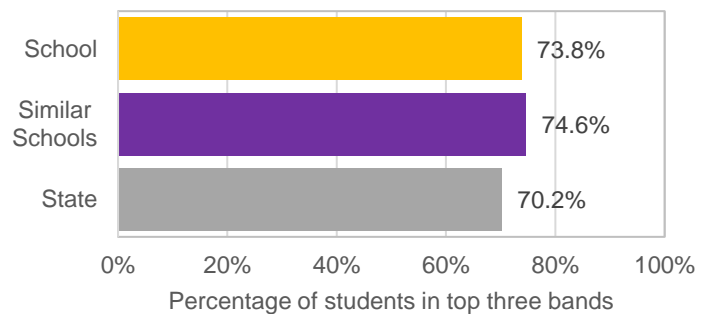
Similar Schools average:

74.6%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

74.5%

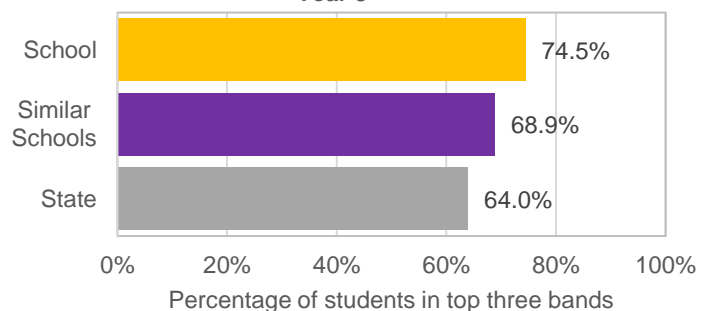
Similar Schools average:

68.9%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

67.2%

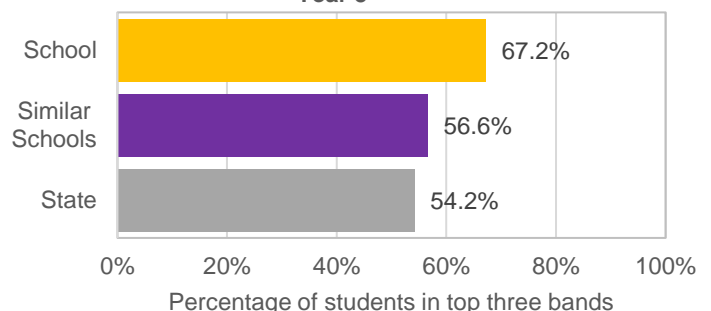
Similar Schools average:

56.6%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

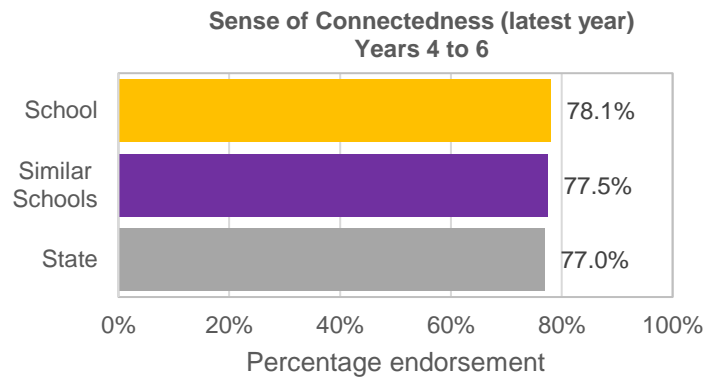
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	78.1%	76.3%
Similar Schools average:	77.5%	79.5%
State average:	77.0%	78.5%

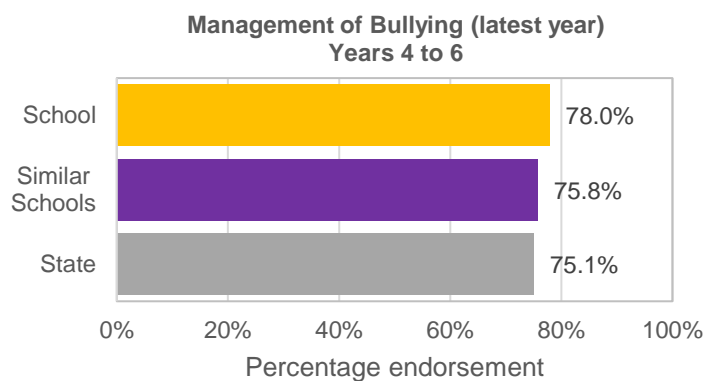


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	78.0%	75.9%
Similar Schools average:	75.8%	77.8%
State average:	75.1%	76.9%



ENGAGEMENT

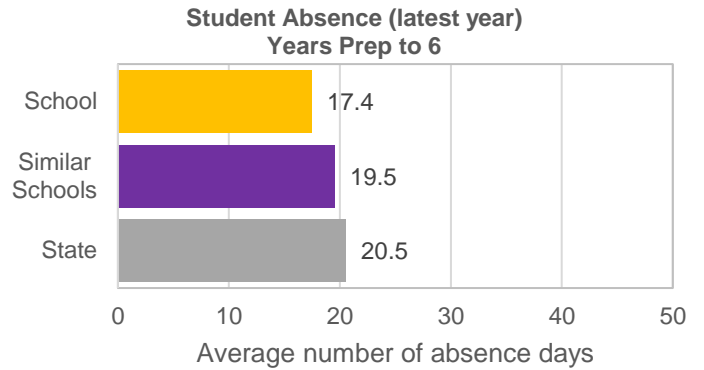
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	17.4	14.4
Similar Schools average:	19.5	16.6
State average:	20.5	18.1



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 (2023):	91%	92%	92%	91%	91%	91%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,363,226
Government Provided DET Grants	\$402,579
Government Grants Commonwealth	\$1,800
Government Grants State	\$0
Revenue Other	\$27,329
Locally Raised Funds	\$328,869
Capital Grants	\$0
Total Operating Revenue	\$5,123,803

Equity ¹	Actual
Equity (Social Disadvantage)	\$47,295
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$47,295

Expenditure	Actual
Student Resource Package ²	\$4,274,249
Adjustments	\$0
Books & Publications	\$2,702
Camps/Excursions/Activities	\$125,375
Communication Costs	\$10,294
Consumables	\$75,284
Miscellaneous Expense ³	\$58,654
Professional Development	\$17,088
Equipment/Maintenance/Hire	\$159,966
Property Services	\$121,327
Salaries & Allowances ⁴	\$74,243
Support Services	\$88,026
Trading & Fundraising	\$56,228
Motor Vehicle Expenses	\$65
Travel & Subsistence	\$49
Utilities	\$54,979
Total Operating Expenditure	\$5,118,528
Net Operating Surplus/-Deficit	\$5,275
Asset Acquisitions	\$5,403

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$54,854
Official Account	\$11,209
Other Accounts	\$29,195
Total Funds Available	\$95,258

Financial Commitments	Actual
Operating Reserve	\$95,258
Other Recurrent Expenditure	(\$673)
Provision Accounts	\$195
Funds Received in Advance	\$35,960
School Based Programs	\$947
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,904
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	\$133,592

All funds received from the Department of Education, 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.