

# 2024 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 08 March 2025 at 04:30 PM by Rosanne Ridgway (Principal)

- As executive officer of the school council, I attest that this 2024 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 08 March 2025 at 04:31 PM by Rosanne Ridgway (Principal)

# HOW TO READ THE ANNUAL REPORT

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Dingley Primary School is a well-established, community-oriented school located in Dingley Village, in Melbourne's south-eastern suburbs. The school provides a high-quality education for students from Prep to Year 6, with a focus on explicit teaching, student engagement, and wellbeing. The school's vision is to create a learning environment where all students develop the knowledge, skills, and values needed to become confident, responsible, and successful learners. This vision is underpinned by the school's core values of Respect, Honesty, Persistence, Responsibility, Resilience, and Empathy, which guide teaching, learning, and interactions across the school.

In 2024, the school has an enrolment of 385 students, with 26% of students speaking a language other than English at home. The school operates with 17 homegroups, ensuring a structured and supportive learning environment. The staff team consists of 2 Principal Class members, 30 Teaching Staff, and 17 Education Support Staff, who work collaboratively to deliver a rigorous and engaging curriculum tailored to student needs.

Dingley Primary School is committed to high academic achievement, with strong results in English and Mathematics, exceeding both state and similar school averages. The school has transitioned from the Primary Years Programme (PYP) to an explicit focus on the Victorian Teaching and Learning Model 2.0, providing greater clarity and structure in curriculum delivery while maintaining an inquiry approach to subjects such as science and humanities. The Professional Learning Community (PLC) model ensures that teachers effectively use student data to guide instruction and provide targeted support.

The school has a strong community focus, with a 90.6% parent satisfaction rating, well above the state average of 81.6%, reflecting strong engagement and confidence in the school's leadership and direction. With a strong sense of community, engaged families, and a dedicated teaching team, Dingley Primary School provides an inclusive and supportive learning environment where every child is encouraged to reach their full potential.

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

#### Learning

Dingley Primary School continues to deliver high-quality learning outcomes, driven by evidence-based teaching practices, data-informed instruction, and a strong commitment to student growth. In 2024, the school achieved exceptional academic results, with 94.8% of students working at or above age-expected standards in English and 96.1% in Mathematics, significantly outperforming both the state and similar schools' averages.

A key area of focus has been explicit and structured teaching in literacy and numeracy, ensuring all students develop strong foundational skills. The Professional Learning Community (PLC) model has further strengthened teacher capacity, allowing staff to effectively analyse student data, implement targeted teaching strategies, and differentiate learning to meet student needs.

NAPLAN results reflect strong student performance, with 84% of Year 3 students and 79.2% of Year 5 students achieving Strong or Exceeding proficiency in Reading, well above the state averages of 68.7% and

73.0%, respectively. In Numeracy, 77.1% of Year 3 students and 75.5% of Year 5 students achieved Strong or Exceeding proficiency, again outperforming both similar schools and state benchmarks.

Targeted professional development has been a priority, with a strong focus on building staff expertise in data literacy, assessment, and instructional strategies. Coaching and mentoring from the Learning Specialist and leadership team have ensured consistency in best practices, particularly in the use of assessment data to inform differentiated teaching.

These results reflect Dingley Primary School's commitment to high expectations, data-driven instruction, and continuous improvement, ensuring every student is supported to achieve their full potential.

## Wellbeing

Dingley Primary School remains committed to fostering a safe, inclusive, and supportive environment where student wellbeing is prioritised alongside academic achievement. In 2024, the school continued to strengthen its wellbeing programs and support structures, ensuring all students feel connected and engaged in their learning.

The Student Attitudes to School Survey (AToSS) results indicate that 72.6% of students in Years 4-6 reported a strong sense of connectedness, closely aligning with similar schools. Additionally, 78.8% of students provided positive feedback on the school's approach to managing bullying, surpassing both the state and similar school averages. These results reflect the school's proactive strategies in promoting student wellbeing and reinforcing positive behaviour.

A key initiative has been the renewed focus on School-Wide Positive Behaviour Support (SWPBS), ensuring a consistent, structured approach to behaviour expectations and student support. Teachers have been provided with professional learning to reinforce these practices in their classrooms, creating a more predictable and supportive learning environment.

The school has also prioritised student voice and agency, with targeted programs designed to enhance engagement and personal responsibility. Year 5 and 6 students participated in leadership and mentoring opportunities, strengthening their confidence and involvement in school decision-making. The principal team facilitated focus group discussions with students to identify areas for improvement, leading to responsive strategies that addressed student concerns.

To support students requiring additional assistance, the school worked closely with Student Support Services (SSS) and implemented Individual Education Plans (IEPs) and Behaviour Support Plans (BSPs). Staff collaborated to ensure that adjustments and interventions were tailored to individual needs, reinforcing the school's commitment to inclusivity.

These targeted initiatives have contributed to a positive school culture, improved student resilience, and enhanced relationships between students and staff, ensuring Dingley Primary School remains a nurturing and supportive learning community.

## Engagement

Dingley Primary School remains committed to enhancing student engagement through targeted strategies in attendance, student voice, and extracurricular opportunities. Student attendance remained a priority, with a 2024 school-wide average of 20.1 absence days per student, slightly below the state average of 21.8 days. While some absences were due to extended family holidays, the school actively monitored attendance data and worked closely with families to support regular attendance.

A key initiative in improving engagement was the focus on student voice and agency. The Attitudes to School Survey (AToSS) data showed 72.6% of students in Years 4-6 felt a strong sense of connectedness,

with an emphasis on fostering ownership of learning through personalised goal-setting and leadership opportunities. Year 5 and 6 students engaged in student-led projects and mentoring, increasing their involvement in school decision-making and daily learning experiences.

The Professional Learning Community (PLC) model also played a significant role in tracking attendance and engagement trends. Teachers used data to identify students at risk of disengagement and implemented check-ins, small-group support, and differentiated learning approaches to maintain participation. The school's leadership team worked closely with teachers to analyse trends and implement responsive strategies.

These targeted strategies have contributed to strong student participation, a sense of belonging, and improved engagement levels across the school. Moving forward, Dingley Primary School will continue to refine attendance strategies and expand student-led initiatives to further enhance engagement and learning outcomes.

## Other highlights from the school year

Dingley Primary School has seen a significant positive shift in school culture, as reflected in the Parent Opinion Survey and Staff Opinion Survey. Families have expressed strong confidence in the school's leadership, communication, and evidence-based approach to teaching and learning. Parents value the school's clear direction and structured curriculum, noting an increased focus on student progress and academic achievement. A strengthened partnership between home and school has contributed to greater engagement, with families recognising the school's commitment to high-quality teaching, student wellbeing, and continuous improvement.

Staff survey results highlight a collaborative and professional culture, with teachers reporting high levels of support, professional growth, and shared ownership of school priorities. The Professional Learning Community (PLC) model has provided structured opportunities for teachers to engage with student data, refine their practice, and implement targeted teaching strategies. Staff also acknowledged the value of coaching and mentoring programs, which have enhanced instructional practice and contributed to a consistent, high-impact approach across the school.

The transition from the Primary Years Programme (PYP) to explicit focus on the Victorian Teaching and Learning Model 2.0 has been well-received, with families appreciating the increased clarity, structure, and rigour in curriculum delivery. Staff have engaged in targeted professional learning to support this transition, ensuring alignment with best practices in literacy, numeracy, and integrated subjects.

These results reflect Dingley Primary School's commitment to building strong relationships with families, professional excellence among staff, and ensuring the best possible learning outcomes for all students.

## Financial performance

Dingley Primary School maintained a strong financial position in 2024, ensuring ongoing investment in high-quality teaching, learning programs, and student resources. The school reported a total operating revenue of \$4,770,821, sourced primarily from the Student Resource Package, government grants, locally raised funds, and additional Commonwealth funding. Locally raised funds, including contributions from fundraising initiatives, parent payments, and community support, played an essential role in enhancing school programs and facilities.

The school allocated \$3,938,698 towards staffing, ensuring a well-resourced teaching and support team. Additional expenditure included \$121,437 for camps, excursions, and student activities, reinforcing the school's commitment to rich learning experiences. Professional development remained a priority, with

\$10,133 dedicated to teacher training to support the transition to the Victorian Teaching and Learning Model 2.0.

Dingley Primary School received \$49,802 in equity funding, which was strategically used to support students requiring additional learning interventions. No major capital projects were undertaken in 2024; however, funding reserves have been allocated for future infrastructure improvements.

The school continues to operate with a prudent financial approach, ensuring all expenditures align with strategic goals for student success and school improvement.

**For more detailed information regarding our school please visit our website at <https://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 385 students were enrolled at this school in 2024, 172 female and 213 male.

26 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).

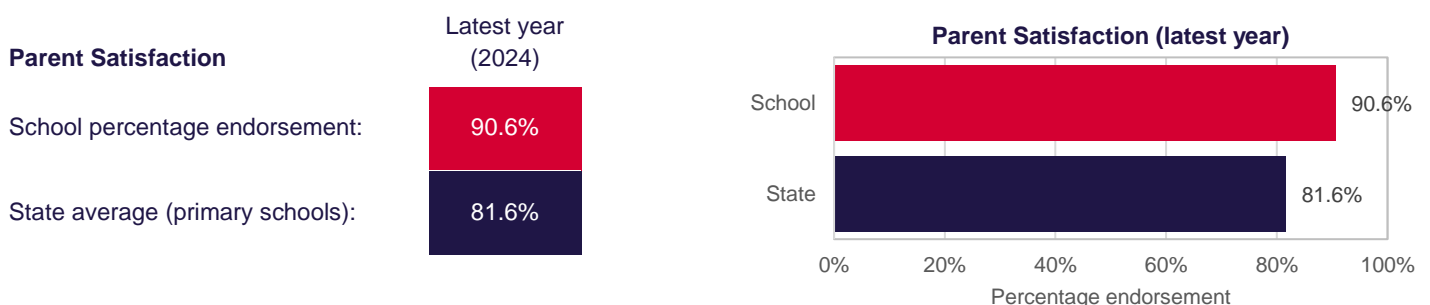
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

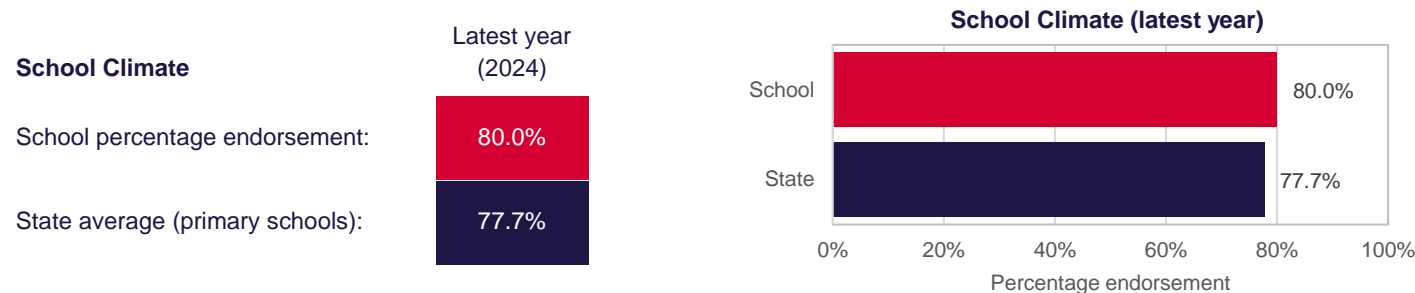


### School Staff Survey

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.

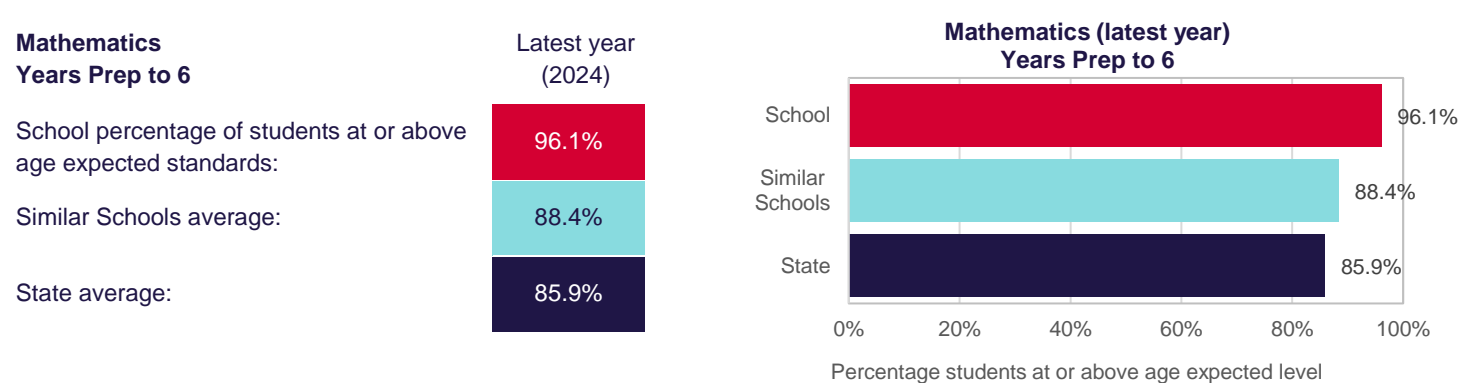
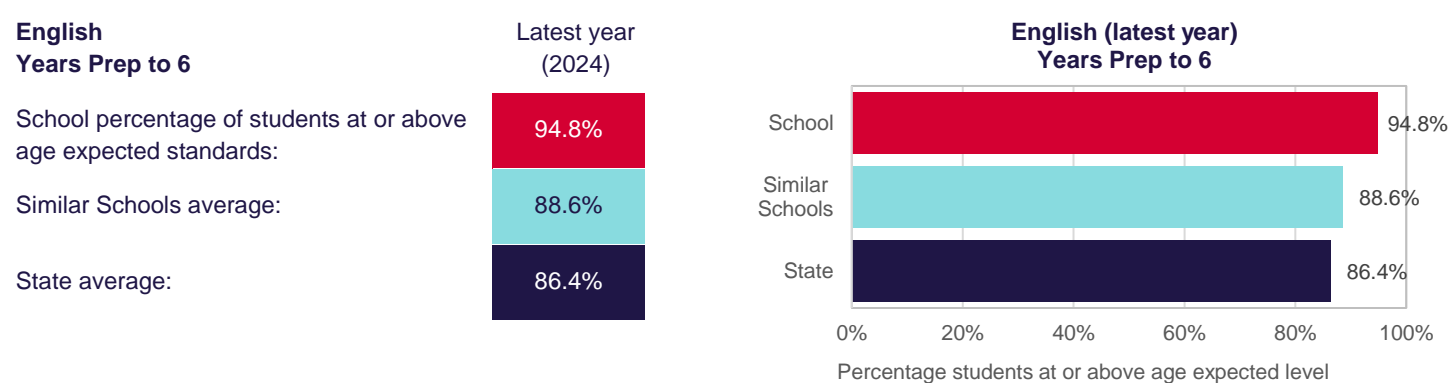


### LEARNING

**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.





## 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.

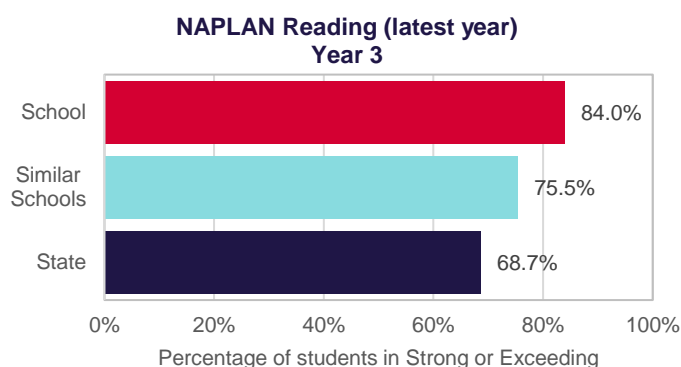
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

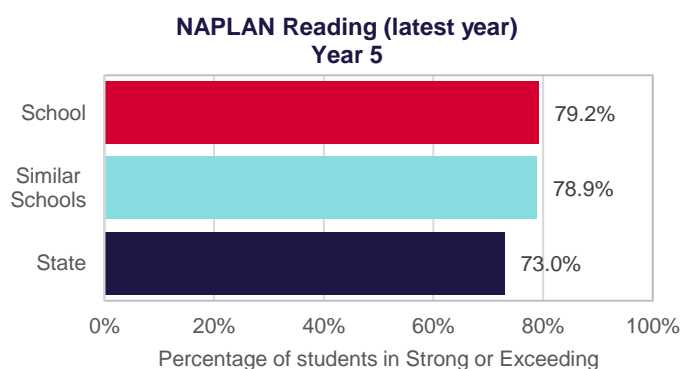
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.0%	83.2%
Similar Schools average:	75.5%	75.4%
State average:	68.7%	69.2%



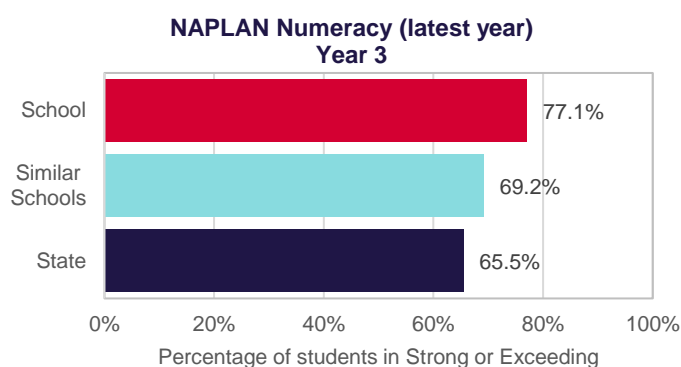
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.2%	82.8%
Similar Schools average:	78.9%	79.9%
State average:	73.0%	75.0%



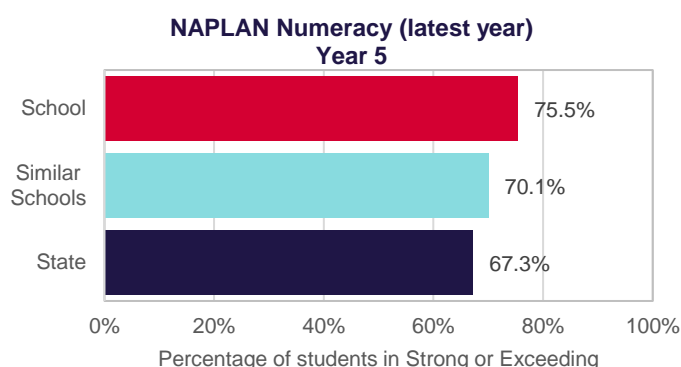
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.1%	77.9%
Similar Schools average:	69.2%	70.0%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.5%	80.0%
Similar Schools average:	70.1%	71.4%
State average:	67.3%	67.6%



## 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.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

80.7%

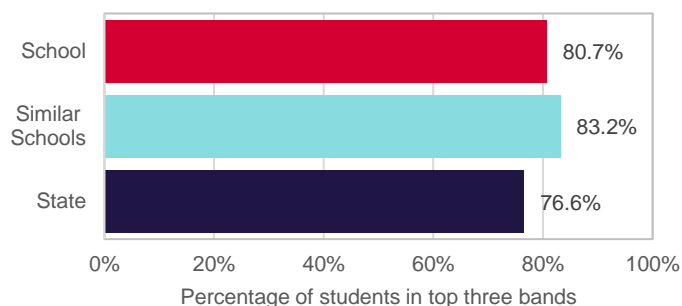
Similar Schools average:

83.2%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

73.8%

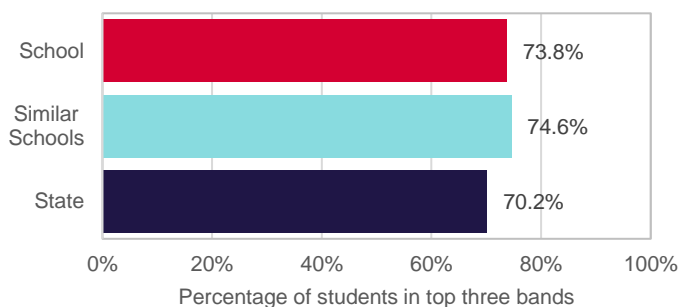
Similar Schools average:

74.6%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

74.5%

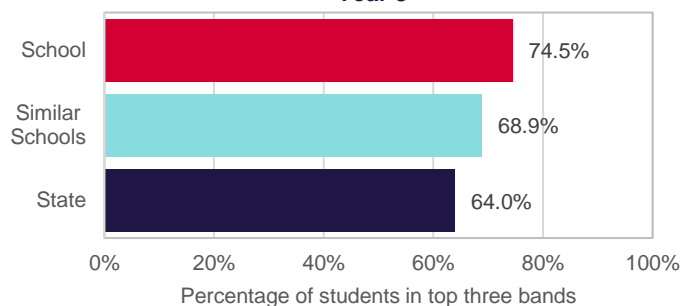
Similar Schools average:

68.9%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

67.2%

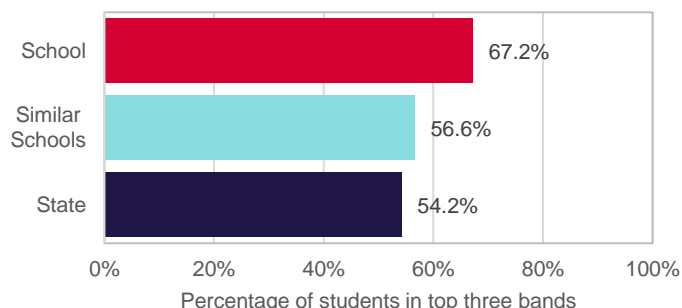
Similar Schools average:

56.6%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

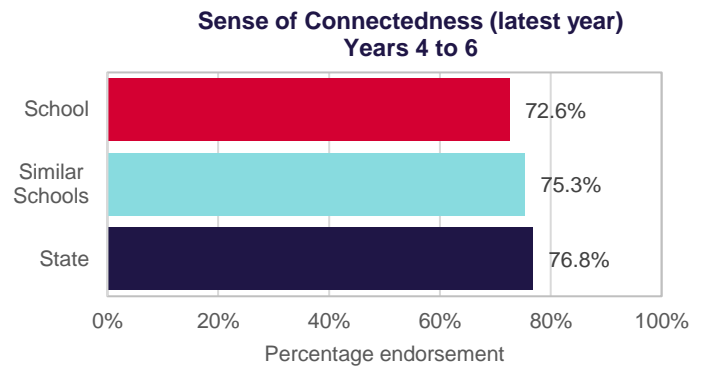
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2024)	4-year average
School percentage endorsement:	72.6%	73.8%
Similar Schools average:	75.3%	78.0%
State average:	76.8%	77.9%

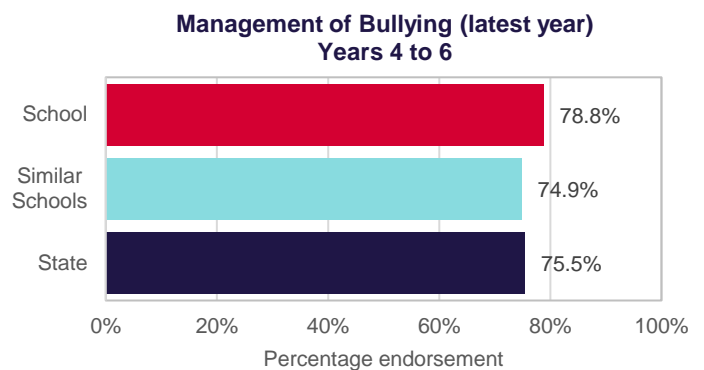


### Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	78.8%	74.6%
Similar Schools average:	74.9%	76.5%
State average:	75.5%	76.3%

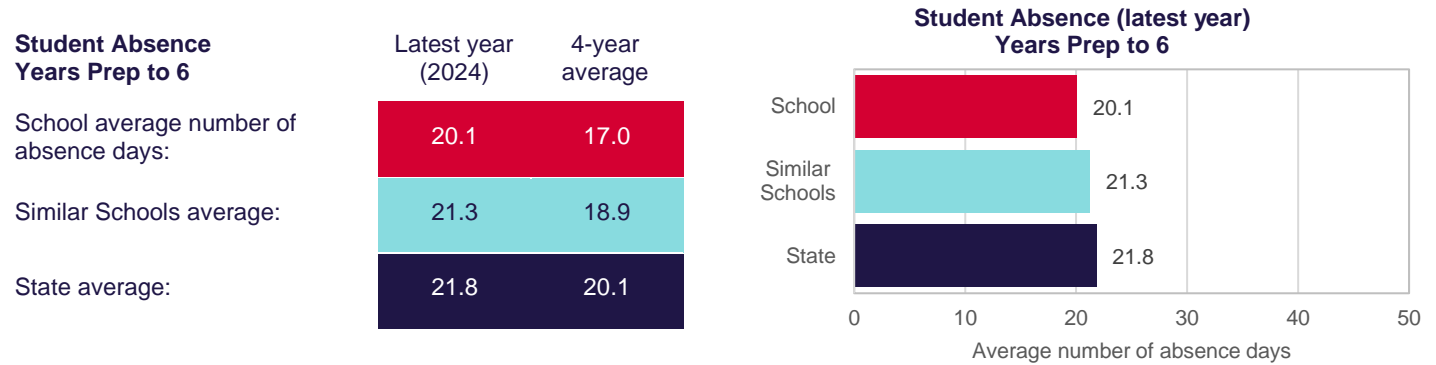


ENGAGEMENT

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

Average Number of Student Absence Days

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



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 (2024):	89%	91%	90%	92%	89%	90%	88%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,956,349
Government Provided DET Grants	\$465,467
Government Grants Commonwealth	\$5,850
Government Grants State	\$0
Revenue Other	\$35,402
Locally Raised Funds	\$307,751
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,770,821</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$49,802
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$49,802</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,938,698
Adjustments	\$0
Books & Publications	\$3,050
Camps/Excursions/Activities	\$121,437
Communication Costs	\$7,475
Consumables	\$60,885
Miscellaneous Expense <sup>3</sup>	\$66,281
Professional Development	\$10,133
Equipment/Maintenance/Hire	\$125,546
Property Services	\$94,015
Salaries & Allowances <sup>4</sup>	\$177,337
Support Services	\$37,261
Trading & Fundraising	\$37,243
Motor Vehicle Expenses	\$67
Travel & Subsistence	\$55
Utilities	\$49,180
<b>Total Operating Expenditure</b>	<b>\$4,728,662</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$42,159</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$221,698
Official Account	\$13,804
Other Accounts	\$21,560
<b>Total Funds Available</b>	<b>\$257,062</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$117,783
Other Recurrent Expenditure	\$2,775
Provision Accounts	\$195
Funds Received in Advance	\$182,574
School Based Programs	\$15,682
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$398
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
<b>Total Financial Commitments</b>	<b>\$319,407</b>

*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.*