2019 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 (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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 29 April 2020 at 10:18 AM by Andrew Holmes (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 12 May 2020 at 01:09 PM by Kellie Hayes (School Council President)

About Our School

School context

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.

The school prides itself on providing a supportive learning environment and is in the process of pursuing authorization as an International Baccalaureate World School*. These are schools that share a common philosophy – a commitment to high quality, challenging, international education that Dingley Primary School believes is important for our students. *Only schools authorised by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

Collaborative teaching and learning occurs across all levels of the school environment and is based on the premise of high expectations for all. The school is in a stable period of strong, dedicated and professional leadership which is engaged in the implementation of significant FISO improvement initiatives as identified within the current Strategic Plan (2018-2021) to build on the strength of the school's reputation amongst the Dingley Village and surrounding communities. 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. All teaching staff are members of a School Improvement Team and work collectively to develop curriculum and analyse data to ensure work is at an appropriate level for all students. There is a pervading commitment to professional growth and personal accountability within the staff.

We demonstrate and promote the six values of Respect, Honesty, Persistence, Responsibility, Resilience and Empathy, which are central to the life of our school. Our values provide the focus for our holistic approach to student well-being ensuring all students are safe and engaged in our school and their learning. A strong commitment to the processes of restorative practices underpins the importance we place on positive relationships between all community members.

Students are given opportunities to participate in extra-curricular programs including; Student Representative Council, coding, robotics, instrumental music, choir, sporting clinics, swimming, the Energy Breakthrough Challenge and an extensive outdoor education program, which includes a ski camp. We offer a range of activities linked to the Sporting Schools program.
Our excellent student leadership program includes a variety of roles for our senior students enabling them to access authentic leadership responsibilities. Our Out of School Hours Care provider is Team Kids - a leader in the area of Before and After School Care, and Holiday Programs.

Our school is situated in spacious landscaped grounds located in the south-eastern suburb of Dingley Village. Established in 1925, the school had an enrolment of 486 students for the 2019 school year. Students came from a broad cultural base with over 38% of students from a Language Background other than English. Dingley Primary School is compliant with the seven Child Safe Standards and promotes the safety, wellbeing and inclusion of all children. A high level of community spirit exists at Dingley Primary School.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence with the FISO priority of Excellence in teaching and learning was identified by the leadership team as an area of focus for 2019. Dingley Primary School focused on English and developing the teacher capacity to implement a whole school approach in writing through the Scaffolding Literacy approach in conjunction with Associate Professor Misty Adoniou, from the Australian National University, Canberra. This also encompassed the highly successful introduction of Readers and Writers Notebook and SMART Spelling to promote spelling attainment

through an inquiry-based lens. Targeted collection and analysis of data, ensures there are no invisible students in our classrooms and our teachers have greater confidence to articulate where each child is on their learning journey.

Developing and implementing whole school knowledge and understanding of inquiry learning aligned with the International Baccalaureate's Primary Years Programme also sat alongside the English focus in the FISO priority of Building Practice Excellence. The extensive work undertaken by all members of the school community resulted in the school being reviewed as ready for Authorization more than a year ahead of schedule. Teaching and learning programs reflect the strengthening of trans-disciplinary links to all domains of learning and strengthening an inquiry methodology within.

The second FISO priority was Evidence-based high-impact teaching strategies, with a specific focus on developing teacher capacity in the teaching of numeracy through questioning and metacognitive strategies. The main component of the year's success in mathematics was based around the participation in the Leading Mathematics (LM) course at BASTOW. This provided guidance and support for establishing future school improvement initiatives in mathematics. The LM course has enabled the school to gather quantitative and qualitative data from staff and students through surveys, interviews and student shadowing to seek feedback as to how much students are learning and developing their mathematical understanding. Dingley Primary School also hosted an in-school learning day with other schools participating in the Leading Mathematics course.

Achievement

The first of Dingley Primary School's Student Achievement goals and outcomes were:
- NAPLAN: Numeracy relative growth to be 80% or more.
- NAPLAN: Literacy relative growth to be higher than 75% (aggregated total for all areas).
- Student progression point data will demonstrate the number of students 18 or 12 months ahead in literacy and numeracy to have a 3% increase on what was achieved in 2018.

In 2019, teachers successfully developed a high-quality repertoire of English teaching skills in all areas of literacy and taught intrinsically and not in isolation, thus resulting in more authentic literacy teaching and learning opportunities. Within the Mathematics domain, teacher work programs continue to be reflective of an improved understanding and use of higher order questioning.

Both the English and Mathematics Learning Specialist timetables & team meeting minutes demonstrate regular planning meetings and professional discussions around data and student improvement. A major focus was the critical analysis of data as an integral component of all planning across the school. These data sets are used to identify the learning point of need for each and every student within the school. To support teachers in accessing the data, student faces were attached to the data created. This enabled teachers to ensure every student and their data was visible (no invisible students), to identify where each student currently sat on the learning continuum and to enact the next point of instruction for each individual student.

The second of Dingley Primary School's Student Achievement goal and outcomes were:
- to develop and implement whole school knowledge and understanding of inquiry learning aligned with the IB PYP.
In order to continue to build upon the whole school knowledge and understandings of inquiry learning, professional learning opportunities were presented to teachers (e.g. literacy, math, PYP) through an inquiry lens. All teachers had an inquiry-based goal within their professional development plan and participated in observation triads – with a focus on the practice of inquiry. Student portfolios reflected learning within units of inquiry across each semester, along with the expectations created around learning spaces (PYP influence) and student artefacts (e.g. transdisciplinary theme, central idea, lines of inquiry, concepts, learner profile attributes).

Engagement

Dingley Primary School's Strategic Plan (2018-2021) incorporates increasing learner agency, enabling all students to actively contribute to their learning process and areas of learning.

The school's leadership team determined that this would be a focus for the 2019 school year, in line with the FISO priority of Empowering students and building school pride, with the goal of supporting and increasing student agency through the lenses of choice, voice and ownership.

It was imperative for all members of our school community to embrace student agency by providing students opportunities to direct learning goals that are displayed and discussed within each learning sessions, as well as the success criteria where students can assess their ability to achieve this skill. The importance of making students aware of the purpose allows them to take ownership of achieving these goals and allows them to discuss their progress. This was also evident within student reflections recorded in PYP planners and 'PYP in action' walls developed at each year level to encourage transdisciplinary links to be made by students.

In the Student Attitudes to School survey – the Student Voice and Agency variable increased from 63% (2018) in the overall primary positive response to 71%. In the Staff Opinion survey – Teaching and learning implementation and evaluation module components would maintain their component mean score or continue in an upward trend from the 2018 results: Focus learning on real-life problems increased from 82.31% (2018) to 85%; Promote student ownership of learning goals increased from 82.31% to 89%; Support growth and learning of whole student increased from 86.15% to 93%; Believe student engagement is the key to learning increased from 88.46% to 93%, and Use student feedback to improve practice decreased from 77.69% to 74%.

Wellbeing

The results of the 2019 Student Attitudes to School survey completed by students in Years 4, 5 and 6 indicated Dingley Primary School students felt a sense of connectedness, though lower than the state median; and perceived their school as a safe place in their lives. These same students also indicated the 'management of bullying' was highly effective, with results in-line with the management of other Victorian government schools.

Intervention opportunities have been implemented through the 'Early Birds' sessions 3 days a week. This has been provided for ALL students throughout the year and has been led by the English Learning Specialist and supported by teaching staff. 'Think Tank' opportunities for enrichment was also provided for Year 4, in preparation for NAPLAN 2020, which was led by the Mathematics Learning Specialist and supported by teaching staff.

The school's wellbeing programs include targeted student leadership initiatives. All home groups continued to utilize the Zones of Regulation to assist individual students in managing their own emotions in the context of their learning. Students were supported in their social and emotional development through a broad range of targeted activities during the lunch break, assisting them to successfully manage their interactions with their peers and as a means of engaging individuals in specific skill development (i.e. craft, social, emotional skills). This year all students benefited from the introduction of our own therapy dog, Murphy. Individual students from all year levels, have had the opportunity to work with Murphy to help regulate their emotions, depending on the situation.

Financial performance and position

Dingley Primary School concluded the 2019 school year in a surplus cash budgetary position. We were required to repay a deficit from 2018 to DET impacting the school's management of finances to ensure we did conclude with a surplus. The school expended equity funding on the implementation of MiniLit, an intervention program for students performing below their expected levels within English and the training of the school's therapy dog, Murphy. Further, equity funding was expended to support the professional learning of all teachers and education support staff in the Scaffolding Literacy approach and SMART Spelling with Michelle Hutchison. Our Commonwealth Government Grants supported the implementation of the Sporting Schools program available to all students at the school. Significant financial gains were made through the transition of individual staff to other employment opportunities beyond the school.

**For more detailed information regarding our school please visit our website at
https://dingleyps.vic.edu.au**

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 489 students were enrolled at this school in 2019, 223 female and 266 male.

33 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ━━━━━━━━━━ 100 Results: Mathematics 0 ━━━━━━━━━━ 100	Above Above

Performance Summary

Achievement	Student Outcomes	Similar School Comparison

Achievement

NAPLAN Year 3

The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.

Year 3 assessments are reported on a scale from Bands 1 - 6.

Student Outcomes

Results: Reading

Results: Reading (4-year average)

Results: Numeracy

Results: Numeracy (4-year average)

Similar School Comparison

Similar

Below

NAPLAN Year 5

The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.

Year 5 assessments are reported on a scale from Bands 3 - 8.

Results: Reading

Results: Reading (4-year average)

Results: Numeracy

Results: Numeracy (4-year average)

Below

Above

Performance Summary

Achievement	Student Outcomes	Similar School Comparison

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.

Student Outcomes

Reading
29 %	49 %	22 %
Low	Medium	High

Numeracy
13 %	54 %	33 %
Low	Medium	High

Writing
18 %	48 %	34 %
Low	Medium	High

Spelling
12 %	62 %	26 %
Low	Medium	High

Grammar and Punctuation
22 %	52 %	26 %
Low	Medium	High

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25%	50%	25%
Low	Medium	High

Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 50 Few absences <------> Many absences	Similar

Engagement							Similar School Comparison
Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	92 %	92 %	93 %	94 %	92 %	91 %

Similar school comparison not available

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: 🟨 Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶	Key:	Similar School Comparison 🟢 Above 🔵 Similar 🔵 Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	Below
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	Similar

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$3,857,579	High Yield Investment Account	$55,668
Government Provided DET Grants	$367,301	Official Account	$17,497
Government Grants Commonwealth	$6,000	Other Accounts	$12,008
Revenue Other	$19,977	**Total Funds Available**	**$85,173**
Locally Raised Funds	$561,898		
Total Operating Revenue	**$4,812,755**		
Equity¹			
Equity (Social Disadvantage)	$32,748		
Equity Total	**$32,748**		
Expenditure		**Financial Commitments**	
Student Resource Package²	$3,885,014	Operating Reserve	$85,173
Books & Publications	$3,132	Other Recurrent Expenditure	$2,688
Communication Costs	$8,836	Funds Received in Advance	$34,343
Consumables	$72,398	School Based Programs	$17,827
Miscellaneous Expense³	$325,485	Repayable to the Department	$30,316
Professional Development	$30,202	**Total Financial Commitments**	**$170,346**
Property and Equipment Services	$265,528		
Salaries & Allowances⁴	$83,978		
Trading & Fundraising	$86,078		
Travel & Subsistence	$608		
Utilities	$45,882		
Total Operating Expenditure	**$4,807,141**		
Net Operating Surplus/-Deficit	**$5,614**		
Asset Acquisitions	**$0**		

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)
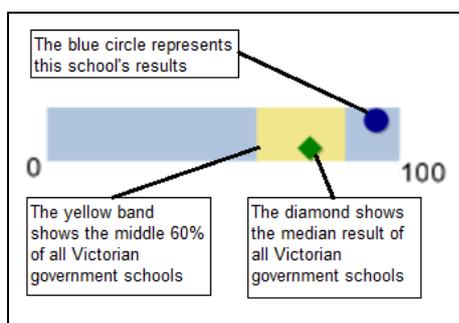
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below
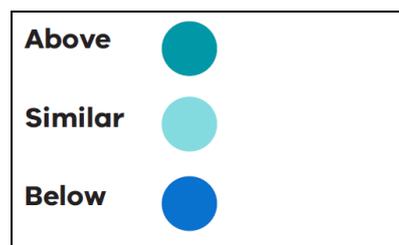
What does '*Data not available*' or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').