

# 2017 Annual Report to the School Community



School Name: Dingley Primary School

School Number: 4257





## About Our School

### School Context

Dingley Primary School is situated in spacious landscaped grounds located in the south-eastern suburb of Dingley Village. Census Day enrolment was 451. Students come from a broad cultural base with Dingley Primary placed in the mid-high percentage of students with English as an Additional Language. In 2017 the school had 31.82 Equivalent Full Time (EFT) staff: 2.0 EFT Principal Class, 24.9 EFT teachers and 9.4 EFT Education Support staff.

Dingley Primary School's vision and purpose is 'to provide a stimulating values based learning environment that develops educated and socially competent lifelong learners capable of achieving success in a global society.' In 2017, collaborative teaching and learning approaches continued to be embedded across all levels. Dingley Primary School's staff are ongoing learners who continue to improve their own and collective skills. Staff undertook professional learning in behaviour management with an expert consultant, Jenny Mackay. She provided full and part day workshops with all staff and in-classroom mentoring. We also engaged literacy consultant, Julie Shepherd; to provide professional learning to all teaching staff on Structured Word Inquiry (spelling). Further, the English School Improvement Team led professional learning on the implementation of VOICES (writing). The STEM School Improvement Team led professional learning specific to inquiry and all staff along with a group of parents visited International Baccalaureate World Schools implementing the Primary Years Programme (PYP). The school continued to develop its application of Growth Mindsets, specific to Mathematics, Mindfulness and Zones of Regulation.

Our school prides itself on recognising and supporting the leadership potential of our students. Students are encouraged to apply for leadership positions and participate in a range of additional activities that the school provides in sport, the arts and leadership. Students in Year 5 and 6 who received a leadership role participated in the school's SLIP program (Student Leadership Induction Program) where they set goals for the year ahead. The school also introduced a revised Student Representative Council, with membership from each home group (Year 2 – 6) and four portfolios of responsibility: School, Community, National and International. These portfolios successfully raised awareness and in some cases fundraised to support the efforts of their portfolio amongst their peers.

The school continued to provide a broad range of special purpose and enrichment programs to reflect community and 21st century educational needs. E.g. John Monash Science School, Dingley Schools Resilience Project, Sporting Schools program, RACV Energy Challenge, Lego and Robotics Club, Instrumental Music including keyboards, guitar and drums, Glee Club, Peer Mediators Program, Toastmasters, Chess Club and Outdoor Education activities, inclusive of a ski camp.

The school values of honesty, respect, responsibility, empathy, persistence and resilience provided a positive framework for the entire school community. Restorative Practices is the preferred strategy for Student Behaviour Management.

Dingley Primary School remains committed to developing the whole child: academically, socially and emotionally.

### 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 2017. As a result, Dingley Primary School prioritised its efforts initially within the Curiosity and Powerful Learning program, however by April of 2017 determined it was more appropriate to build on the CPL program through other inquiry-based learning approaches.

The second FISO priority was Setting expectations and promoting inclusion, specifically, building the capacity of all staff, teaching and non-teaching to use consistent language and strategies to manage their interactions with students, within the context of the school's restorative practices and consistent whole-school behaviour management approaches.

### Achievement

Students at Dingley Primary School have performed extremely well in 2017. Supported by highly effective teachers, student achievement is reflective of targeted instruction and learning. Students from Prep to Year 6 performed well above the Standard for English and Mathematics against the Victorian Curriculum Teacher Judgments of student achievements.

Our Year 3 and Year 5 NAPLAN results indicate that in the last 4 years, our students outperformed the Victorian government primary schools' state median in both Reading and Numeracy. In 2017, Dingley Primary School Year 3 students continued to achieve significantly higher than the state in Reading and a continued strong performance in Numeracy.



Dingley Primary School's Year 5 NAPLAN results also indicated an exceptionally strong performance by students in both Reading and Numeracy.

The learning growth of students who completed NAPLAN at Dingley Primary School in Year 3 (2015) and Year 5(2017) continues to be significant with strong Learning Gains in Spelling (82%), Grammar and Punctuation (75%), Numeracy (72%), Reading (67%) and Writing (65%).

## Engagement

The range of learning experiences that have students working within their Zones of Proximal Development contribute significantly to Dingley Primary School students being highly engaged and challenged in their learning.

Student Engagement at Dingley Primary School indicates a high level of Student Attendance with each year level being higher than the median of all Victorian government schools.

Students in Prep and Year 5 reported an attendance rate of 94%, students in Years 2 reported an attendance rate of 93%, and Years 1, 3 and 6 all reported attendance rates of 92% and students in Year 4 reported an attendance rate of 91%.

Dingley Primary School teachers ensure that student absences are followed up, and that students absent from school are supported with learning during times of illness. The school community is responsive to online communications that support improved student attendance.

## Wellbeing

The results of the 2017 Student Attitudes to School Survey completed by students in Years 4, 5 and 6 indicate that Dingley Primary School students feel a strong *Sense of Connectedness* to school and perceive their school as a safe place in their lives. Dingley Primary School students in Years 4, 5 and 6 also indicated the *Management of Bullying* was highly effective and in-line with the management of other Victorian government schools.

Dingley Primary School's wellbeing programs include targeted student leadership programs, the Better Buddies program, and an emphasis on students being 'up standers'. Dingley Primary School continued to engage in the Resilience Project alongside other Dingley primary schools, funded by the Bendigo Community Bank. Students were further supported in their social and emotional development through a broader range of targeted activities during the lunch recess, to assist students in successfully managing their interactions with their peers and as a means of engaging individuals in specific skill development (i.e. craft, social, emotional skills). Further, the school introduced PLAY leaders, as a specific role for Year 5 students to facilitate meaningful activities with younger students during the lunch recess.

For more detailed information regarding our school please visit our website at [www.dingleyps.vic.edu.au](http://www.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 451 students were enrolled at this school in 2017, 216 female and 235 male.</p> <p>24 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## 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:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## 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:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>



## 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: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>52%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>47%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>55%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>55%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>57%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	52%	15%	Numeracy	28%	47%	25%	Writing	35%	55%	10%	Spelling	18%	55%	27%	Grammar and Punctuation	25%	57%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## 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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	92 %	91 %	94 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	93 %	92 %	91 %	94 %	92 %										



## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2017</p>	Similar

# 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).



## 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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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').

## Financial Performance and Position

### Financial performance and position commentary

Dingley Primary School concluded the 2017 school year in a surplus budgetary position. The school expended equity funding on professional learning to support its behaviour management approach and to support the introduction of MiniLit, as an intervention program for students performing below their expected levels within English. Individual students were supported in the provision of targeted intervention through speech pathologists and therapists through a financial donation from a local philanthropist. This donation also extended to support individual students to participate in camps and excursions when families were experiencing financial hardship. 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 retirement of senior staff during 2017.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,259,305	High Yield Investment Account	\$59,219
Government Provided DET Grants	\$323,268	Official Account	\$17,207
Government Grants Commonwealth	\$7,800	Other Accounts	\$17,999
Revenue Other	\$5,264	<b>Total Funds Available</b>	<b>\$94,426</b>
Locally Raised Funds	\$478,185		
<b>Total Operating Revenue</b>	<b>\$4,073,822</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$25,415		
<b>Equity Total</b>	<b>\$25,415</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,211,739	Operating Reserve	\$64,426
Books & Publications	\$6,727	Maintenance - Buildings/Grounds incl SMS<12 months	\$5,000
Communication Costs	\$10,045	Revenue Receipted in Advance	\$20,873
Consumables	\$76,473	School Based Programs	\$3,668
Miscellaneous Expense <sup>3</sup>	\$209,073	School/Network/Cluster Coordination	\$460
Professional Development	\$25,792	<b>Total Financial Commitments</b>	<b>\$94,426</b>
Property and Equipment Services	\$231,526		
Salaries & Allowances <sup>4</sup>	\$76,696		
Trading & Fundraising	\$85,504		
Utilities	\$33,198		
<b>Total Operating Expenditure</b>	<b>\$3,966,772</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$107,050</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 05 March 2018 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.*

