

2016 Annual Report to the School Community



School Name: Dinjerra Primary School

School Number: 5450



Name of School Principal:	Graeme Smith
Name of School Council President:	Mahinarangi Tunui
Date of Endorsement:	9.05.2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Dinjerra is situated in the suburb of Braybrook in the Maribyrnong Municipality and is one of Melbourne's most disadvantaged neighbourhoods. The school's SFO has consistently hovered around .78 and the school's SFOE around .66. The student population of 135 is diverse and is composed of approximately 25 nationalities resulting in a vibrant, culturally rich learning environment. The gender breakdown in 2016 was 65 girls and 70 boys. In 2016 the school's EAL students made up 76% of the population and indigenous students made up 4%. Dinjerra's very experienced staff of 2 Principal class officers, 7.2 FTE teachers and 4.8 Education Support staff including a Primary Welfare Officer. Staff are committed to enriching the learning experience of all learners and are taking advantage of the opportunities of the new learning technologies provide to all students. Dinjerra is part of the South West Victoria Region of schools. The school has maintained the previous Western Metropolitan regional focus for the improvement of Literacy and Numeracy outcomes for all students. Equity funding is being used to build teacher capacity in ICT, Literacy and Numeracy interventions primarily by providing internal coaches to work alongside teachers. The school is progressing well in the School Performance Summary achieving similar results to like schools but maintaining consistency is proving to be a challenge. The attendance rates at Dinjerra are about the same as like schools and the school has invested heavily in the School Wide-Positive Behaviours for Engagement and Learning program and this has led to continuing strong improvements in the student survey data in most areas. Improving the 'student safety' component is a key goal for 2017. The three key school values are: 'We are Learners'; 'We are Safe' and 'We are Thoughtful'. These values inform all our actions. Our parent survey results are extremely positive and we are working hard to maintain the connection between school and home through events such as the Community Market which has been held every year for the past 4 years. The school is blessed with large safe grounds that include sun protected areas, a soccer field and a basketball-netball court. A covered sand pit compliments the play equipment that caters for all age groups. The school also provides a Before and After School Care program conducted by Kelly Club.

The site received a new building as part of the Federal Government's Building the Education Revolution a few years back however, the other two buildings are old light timber constructions from the 1960's and are in need of significant capital investment or removal. The site is large and there is a soft surface running track that combines with the soccer field and a basketball/netball court. An old building sits on one side of the site and is used for storing archival materials as it is not deemed fit for use by students and teachers. Two old sheds sit on the other side of the site and were once used for storing buses but are now used for storing unused furniture.

Student voice is currently expressed through a range of leadership positions across years Prep to 6, with school captains and vice captains, sports captains, class captains and digital learning leaders. Student leaders value the opportunity to contribute ideas, listen to others, having the courage to speak publically and in helping others. The school is positioned to further develop student voice within the learning program.

The school will continue to focus its operations, policies, procedures and resource allocation towards implementation of the agreed directions for improvement, within the School Strategic Plan, via the dedicated leadership team and staff, under the stewardship of a committed School Council.

Framework for Improving Student Outcomes (FISO)

The school chose the following improvement initiatives for the 2016 Annual Implementation Plan:

- Building practice excellence
- Curriculum planning and assessment
- Building leadership teams
- Setting expectations and promoting inclusion

The Key Improvement Strategies to support these priorities are:

- Develop professional learning practices in line with DuFour's PLC, learning walks and coaching
- Using the data that we are getting from NAPLAN, AusVELS, PAT and Fountas & Pinnell in a more structured manner to make more targeted interventions and to produce individual learning plans for our students
- Embed a Professional Learning Community with a focus on Professional Learning Teams.
- Invest in our Curriculum Leaders by having them attend a McRel Leadership Course at Bastow
- Ensure a whole school understanding of practice and common language consistent with the SWPBSEL initiative
- Review Assessment Schedule and make it more responsive to our needs



- Ensure the extra curricula program is enhancing the academic program

The school has implemented and imbedded all of the KIS's successfully with the possible exception of the KIS regarding the SWPBSEL initiatives. Although progress has been made here, a small number of new staff had trouble committing to the full implementation of this KIS. As SWPBSEL requires a 80% commitment by staff for it to become 'school wide' we will be working towards bringing everyone on board in 2017.

Achievement

The parents of the school have consistently scored the school above the median of all Victorian Government Primary School levels for some years. They also recognize that student safety is an area of concern but appreciate the hard work of the school in trying to counter an issue that is also a neighborhood concern. Student outcomes across the P-6 cohort in English and Mathematics still fall below the Victorian median but are similar to schools with similar cohorts of students. This is why the school has Literacy and Numeracy improvement as its key improvement area. Year 3 NAPLAN shows that students are still below the Victorian median but are similar or higher than similar cohorts of students. Grade 5 Numeracy is also in the 'similar' rating but reading is problematic. We believe that the strategies employed under the FISO will correct the drop-off that seems to occur between Grade 3 and Grade 5. Having such a small cohort means that just one or two 'underperforming' students can quickly bring down the scores. The learning gains from Grade 3 to Grade 5 as measured by NAPLAN again shows reading to be the area in need of most attention. Again, the FISO initiatives are designed to bring about improvements across the board, and in reading in particular.

Curriculum Framework implemented in 2016

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The comparison between Dinjerra and 'similar' schools shows our students to be as engaged as others but with a slightly higher absence rate than similar schools. This is partially due to the high EAL component of our cohort with families taking advantage of cheaper tickets to fly overseas during school time to visit family and also the transient nature of some of our families who use Braybrook as a base and then travel across the country to take up seasonal work such as fruit picking.

Wellbeing

On the connectedness to school result, the school is pretty much on par with the Victorian median and also on a par with similar schools. However, the student's perceptions of safety show that there is more work to do regarding dealing with students who bring inappropriate behavior into the school. The SWPBSEL program needs to be constantly re-enforced to bring about long term change in those few students who respond with verbal or physical violence instead of trying to work things out. This requires the support of families to re-enforce the school's message at home.

For more detailed information regarding our school please visit our website at www.dinjerra.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

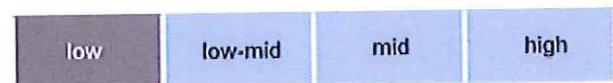
School Profile

Enrolment Profile

A total of 127 students were enrolled at this school in 2016, 66 female and 61 male. There were 78% of EAL (English as an Additional Language) students and 4% 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.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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> Higher</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" data-bbox="563 828 1042 929"> <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>93 %</td> <td>87 %</td> <td>89 %</td> <td>89 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	87 %	89 %	89 %	93 %	93 %	92 %	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	87 %	89 %	89 %	93 %	93 %	92 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>



How to read the Performance Summary

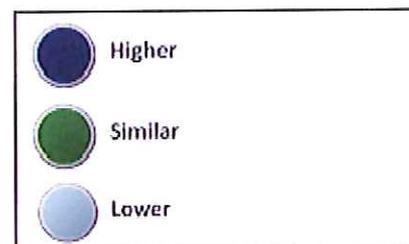
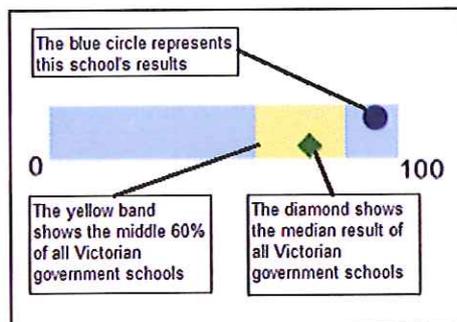
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

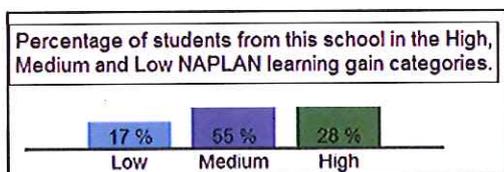
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,502,940	High Yield Investment Account	\$209,740
Government Provided DET Grants	\$372,359	Official Account	\$15,287
Government Grants Commonwealth	\$6,948	Other Accounts	\$10,218
Government Grants State	\$13,983	Total Funds Available	\$235,245
Revenue Other	\$4,368		
Locally Raised Funds	\$49,048		
Total Operating Revenue	\$1,949,645		
Expenditure		Financial Commitments	
Student Resource Package	\$1,466,505	Operating Reserve	\$39,598
Books & Publications	\$2,329	Asset/Equipment Replacement < 12 months	\$75,000
Communication Costs	\$4,089	Maintenance - Buildings/Grounds incl SMS<12 months	\$80,000
Consumables	\$49,601	Beneficiary/Memorial Accounts	\$5,000
Miscellaneous Expense	\$84,929	Revenue Received in Advance	\$12,000
Professional Development	\$6,586	School Based Programs	\$3,000
Property and Equipment Services	\$92,376	Provision Accounts	\$15,000
Salaries & Allowances	\$1,276	Other recurrent expenditure	\$5,647
Trading & Fundraising	\$16,910	Total Financial Commitments	\$235,245
Utilities	\$14,163		
Total Operating Expenditure	\$1,738,764		
Net Operating Surplus/-Deficit	\$210,882		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

The annual result was a surplus because the school was informed that in 2017, the school would undertake a Masterplan for the redevelopment of the site. Once the Masterplan is ratified by the Department, then there is an excellent chance that the plan would become part of the capital works bid for the State Budget, possible leading to a start later in 2017. It was considered prudent to hold back on expenditure until the full parameters of the redevelopment was known. This money will be necessary to ensure that we have a full complement of staff, furniture, ICT and internal communication to enhance our program in our new facilities.



Dinjerra Primary School purchased materials to support the School's goals and targets in the School's Strategic and Annual Implementation Plans and on administration and maintenance of the school.

Dinjerra received funding from DET based on student enrolments which assisted in the provision of students everyday classroom needs and learning program materials.

The school also received substantial Equity Funding that allowed the school to increase staffing to include an EAL program, a LOTE teacher and a STEM Teacher.

Due to the socio-economic make-up of the neighborhood demographic, fund raising is limited.

The school held a very successful Community Market as well as other fundraising activities throughout the year. Casual Relief Teachers were employed to cover teacher absences due to illness as well as releasing teachers from classrooms to attend Professional Learning focusing on the priorities of Literacy and Numeracy.

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.