

## 2020 Annual Report to



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2020 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 30 April 2021 at 10:18 AM by Natalie Vulic (Principal)

The 2020 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 30 April 2021 at 11:15 AM by Vesna Frisina (School Council President)

## The School Community

School Name: Dinjerra Primary School (5450)



# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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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

### Achievement

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

*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### What is 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 a disability 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').

## About Our School

### School context

Dinjerra Primary School is P-6 Co-Educational school, located approximately 12 kilometres from the Central Business District of Melbourne, in the suburb of Braybrook. Dinjerra Primary School is the only government primary school in Braybrook, Tottenham and Maidstone, and draws students from across these areas. The school was established in 1956, and in 2020, the student enrolment was 135, made up of 64 female and 71 male students. 61% of students had English as an additional language. The current Student Family Occupation and Education (SFOE) Index is in the 'High' band, although this is slowly decreasing, due to the changing demographics of the area. The school has 10.2 full-time equivalent teaching staff, and 5.2 full-time equivalent non-teaching staff.

Due to uneven enrolment numbers at each year level, the grade structure for 2020 was P/1, 2/3, 4/5 and 5/6, with Art, Spanish and Physical Education as the Specialist classes. The students visit the school library once per week. The main intervention program at Dinjerra is Levelled Literacy Intervention (LLI), which is aimed at increasing Reading performance of students from below to at or above benchmark level.

Dinjerra has spent the past few years focusing on School Wide Positive Behaviours, where behavioural practices are aligned to the school values of 'We Are Safe', 'We Are Thoughtful' and 'We Are Learners'.

### Framework for Improving Student Outcomes (FISO)

The Key Improvement Initiatives that Dinjerra focused on from the Framework for Improving Student Outcomes (FISO), as detailed in our 2018-21 School Strategic Plan (SSP) are:

Excellence in Teaching and Learning, and Professional Leadership:

1. Instructional Practice: all students to improve their Literacy and Numeracy outcomes
2. Guaranteed and Viable Curriculum: to provide a coherent curriculum and assessment schedule to meet the needs of all students
3. To build leadership teams to improve student learning outcomes.

2020 was the third year of our 2018-21 School Strategic Plan (SSP) and the school identified the following Key Improvement Initiatives / Strategies to work on, as detailed in the 2020 Annual Implementation Plan (AIP):

- Use PLC processes to improve teacher efficacy.
- Develop teacher instructional practice in the area of Writing, through the PLC Inquiry Cycle to ensure consistency of quality practice across classrooms.
- Use data to focus and drive collaborative improvement and evaluate impact on learning.

Due to the constraints of Remote and Flexible Learning, priorities changed from the above-identified foci of the 2020 AIP. The staff were able complete the PLC Inquiry Cycle professional learning, facilitated by the Department, however, did not delve deeply into using the PLC Inquiry Cycle to develop teacher instructional practice. This will become a focus for 2021.

### Achievement

Due to Remote and Flexible Learning in 2020, there was limited data to assess student outcomes, however the data we collected displayed low growth.

Teacher Judgement (percentage of students working at or above expected Victorian Curriculum Standards):

Remote Learning had an effect of the student achievement. In English, students performed below similar schools and well below state expected level. This result was a significant decrease from 2019 and previous years. In Mathematics, students performed similarly to similar schools, yet still well below state expected level. This result was a decrease from 2019 and previous years.

NAPLAN:

Due to Remote and Flexible Learning, no NAPLAN tests took place over 2020.

While the results were disappointing, the students, staff and families are to be congratulated for their effort and dedication to continuing learning, to the best of their abilities, in unprecedented times. The staff adjusted to remote learning quickly, and adapted learning experiences to suit at home tasks. Staff made extra efforts in preparing learning resources and packs for families, to ensure students had the resources and learning

plans available. Teachers set up digital platforms such as SeeSaw, Google Classroom and WebEx Meetings, to connect with students and facilitate individual conferences and synchronous learning opportunities.

The students in the Levelled Literacy Intervention (LLI) continued to participate in LLI via an online format with the intervention leader. When we returned to onsite learning, the intervention groups were altered to ensure the students were included, who had not shown growth over the remote learning period. At the end of the year, our data showed that students who participated in LLI achieved high Reading growth.

In Term 4, teachers collected data of students, that as a result of the remote learning period, experienced low growth, did not reach benchmarks, or did not make as much growth as normally expected. These students will become a focus for 2021, as part of the Tutor Learning Initiative.

## Engagement

The average number of absence days for 2020 was below our 4 year average, similar schools, and only slightly above the state average. The attendance rates from Prep to 6 are above 90%, which is similar to previous years, and shows high engagement levels at Dinjerra.

The Parent Opinion Survey showed higher results of Parent Satisfaction (91.8%) than the state average (81.2%). Parents also voiced their appreciation for staff during the remote learning period. In terms of the School Staff Survey, there was 76% of staff who rated School Climate positively, compared with 77.8% as the state average. This was an increase from 2019, and showed staff's collective belief that they could adapt to the 2020 changes successfully.

During the remote learning period, teachers and education support staff contacted students and families daily to support students in their learning tasks. Support was provided in terms of using digital devices, although using technology was difficult to co-ordinate for some of our non-English speaking families. Our Wellbeing Officer communicated with families in need, to ensure support services could still assist remotely. Once back onsite at school in term 4, the staff implemented a focus on engagement into school. This included the resumption of safely organised incursions and excursions, in order to provide stimulating learning experiences. The learning in the Specialists classes in Term 4 accumulated into a Spanish Fiesta Day and Sport Day.

## Wellbeing

A focus on Health and Wellbeing for staff, students and families was prioritised in 2020, during the remote learning period, and also the resumption of face to face teaching and learning. Our staff and students are to be congratulated on their resilience under difficult circumstances through 2020.

After face to face teaching and learning resumed in term 4, the staff focused on transition back to school, and kept track of the social, emotional and mental wellbeing of students. A whole school Wellbeing Day was organised and implemented, which contributed to the students' re-connectedness to school, and their overall wellbeing.

The students Attitudes to School survey data displayed positive results in the areas of Sense of Connectedness and Management of Bullying, and similar to results from previous years.

## Financial performance and position

All funds received from the Department, or raised by the school, have been expended to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies. Additional funding was received from the State/Commonwealth government. This includes 'Education State' equity funding of \$231,141. This funding was used to support our intervention our intervention and wellbeing programs. The net operating result for the year shows a surplus of \$2,729, due to the less operational expenses during remote learning.

A generous benefactor once again donated \$5000 to the school, which will be used in 2021 to provide learning experiences and Grade 6 scholarships for students from disadvantaged families.

For more detailed information regarding our school please visit our website at <https://www.dinjerra.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.

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 135 students were enrolled at this school in 2020, 64 female and 71 male.

61 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) which takes into account parents' occupations and education.

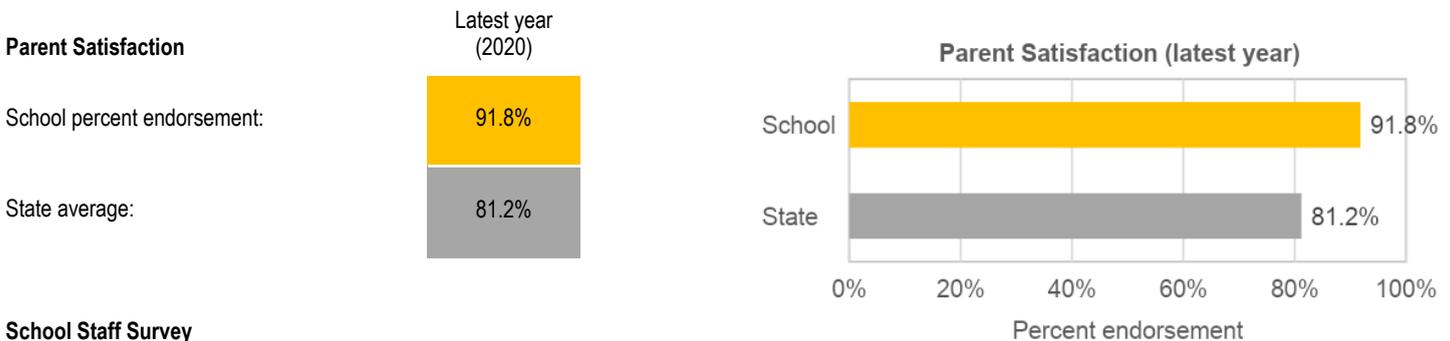
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

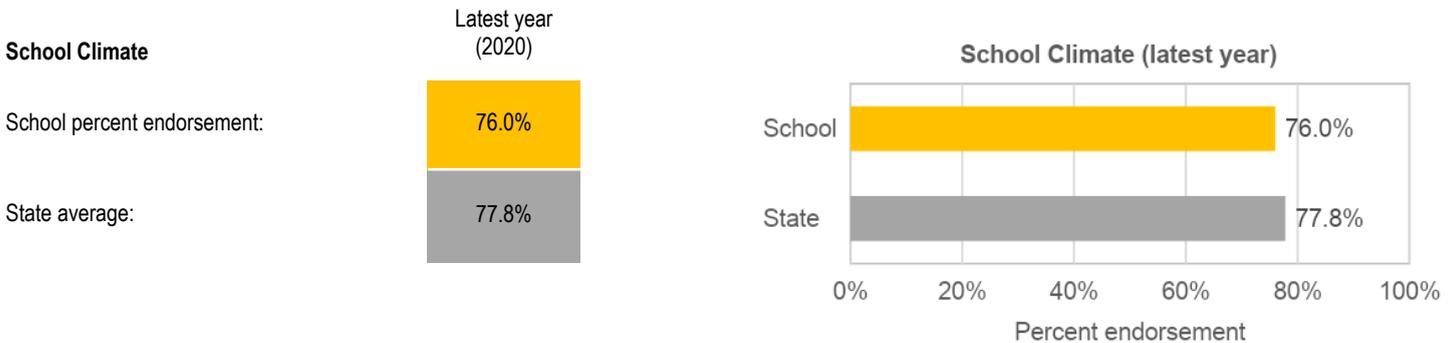


### School Staff Survey

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.



## ACHIEVEMENT

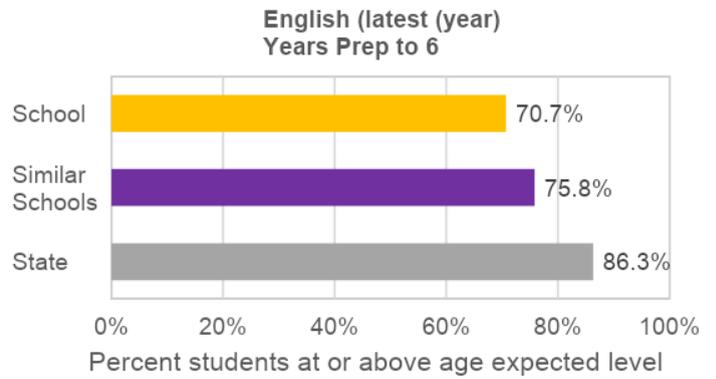
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Teacher Judgement of student achievement

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

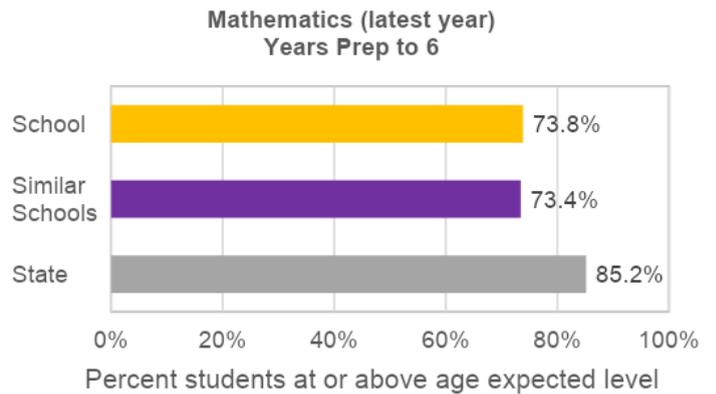
#### English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	70.7%
Similar Schools average:	75.8%
State average:	86.3%



#### Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	73.8%
Similar Schools average:	73.4%
State average:	85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## 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.*

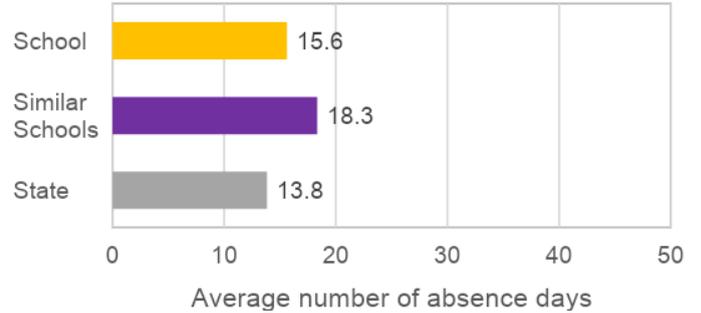
### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.6	16.0
Similar Schools average:	18.3	18.0
State average:	13.8	15.3

Student Absence (latest year)  
Years Prep to 6



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	93%	91%	94%	92%	93%	93%

## 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.*

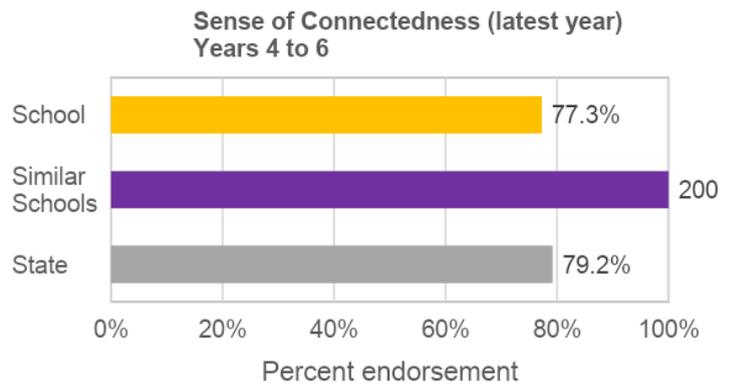
### Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	77.3%	81.0%
Similar Schools average:	NDP	84.0%
State average:	79.2%	81.0%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

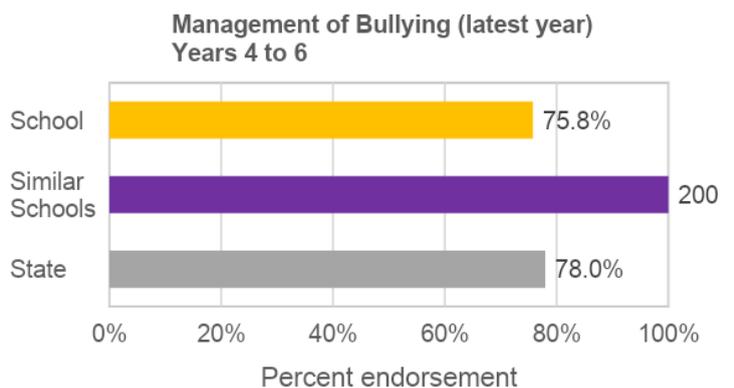
### Student Attitudes to School – Management of Bullying

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	75.8%	75.4%
Similar Schools average:	NDP	81.9%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,572,899
Government Provided DET Grants	\$285,555
Government Grants Commonwealth	\$7,734
Government Grants State	NDA
Revenue Other	\$6,134
Locally Raised Funds	\$37,852
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,910,174</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$231,141
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$231,141</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,570,231
Adjustments	NDA
Books & Publications	\$10,662
Camps/Excursions/Activities	\$2,678
Communication Costs	\$11,086
Consumables	\$105,474
Miscellaneous Expense <sup>3</sup>	\$4,785
Professional Development	\$2,696
Equipment/Maintenance/Hire	\$123,465
Property Services	\$46,526
Salaries & Allowances <sup>4</sup>	\$5,797
Support Services	\$48,220
Trading & Fundraising	\$8,864
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$21,838

Dinjerra Primary School

<b>Total Operating Expenditure</b>	<b>\$1,962,319</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>\$22,277</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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$581,231
Official Account	\$23,917
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$605,148</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$62,031
Other Recurrent Expenditure	\$1,338
Provision Accounts	NDA
Funds Received in Advance	\$24,583
School Based Programs	\$7,422
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$22,277
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$215,000
Asset/Equipment Replacement > 12 months	\$200,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$532,651</b>

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.