

2018 Annual Report to The School Community



School Name: Dallas Brooks Community Primary School (5546)



- 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 2018 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 20 April 2019 at 04:22 PM by Valerie Karaitiana
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 01 May 2019 at 04:23 PM by Pat Townsend
(School Council President)

About Our School

School context

Dallas Brooks Community Primary School is located in the suburb of Dallas, City of Hume. In 2018 Dallas Brooks Community Primary School had an enrolment 448.1 primary school students with an additional 150 children enrolled in preschool programs. There were 94% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students. The school operates onsite 3 and 4 year old Kindergarten Programs and Playgroups for children up to 3 years of age. Our workforce comprises 32.7 full time and 16.6 Support Staff. The school community represents a diverse range of socio-economic, cultural, religious and language backgrounds. 14 different ethnic groups are represented with the majority of students from backgrounds other than English, the largest community being Arabic and Turkish speaking. The school SFO in 2018 was 88.10.

To facilitate management, the school is divided into six learning spaces ; Foundation, Grade 1 and 2, Grades 3 and 4 ,Grades 5 and 6 and an English as an Additional (EAL). In 2018, the staff profile consisted of twenty-three classroom teachers and specialist teachers for Visual Arts, Science Technology, Engineering and Mathematics (STEM) and Physical Education. There were three additional support teachers for the Literacy and Numeracy Intervention Programs, two EAL teachers, three Leading Teachers, a Learning Specialist, two Assistant Principals and Principal. The 16 members of the Education Support team, which includes the Wellbeing Team, Office Staff, Integration Aides and two Multicultural Aide, greatly support all aspects of the functioning of the school. The K-6 learning environment of Dallas Brooks Community Primary School emphasizes the acquisition of literacy and numeracy skills within an orderly and technology rich environment. Literacy and Numeracy continue to be the core curriculum areas with students being provided with personalised learning opportunities as part of their regular classroom program. To meet the needs of our students who predominantly speak English as an Additional Language, the school has also continued to prioritise the provision of a new arrival withdrawal program that caters for students from Year One to Year 6. Our ongoing commitment to embedding Science, Technology, Engineering and Mathematics into our curriculum is evident through our Inquiry approach to Learning and Teaching enabling authentic opportunities for student voice, agency and leadership. In 2018 the students showcased their learning in STEM by facilitating a 'Makers Conference' with other local schools.

At Dallas Brooks Community Primary School, the wellbeing and safety of all children is at the forefront of all we do and every decision we make. We are committed to using the School Wide Positive Support Program that focuses on developing positive relationships between students, and between teachers and students. The school's Wellbeing Team comprising a Social Worker, Play Therapist, Speech Pathologist and a Counsellor play a significant role in supporting teachers to improve engagement and wellbeing by providing ongoing professional development in Restorative Practices. The Wellbeing team officer have implemented social skills and self-regulation programs for targeted students. In addition, they have liaised with various external organisations to provide support to families and students,

The School is committed to collaborating with a variety of partnering organisations in order to ensure a highly effective Community Hub, which offers a suite of programs tailored to the needs of the local community. Our Community Hub will continue to make use of the families' familiarity with our primary school setting and their established relationships with school staff to provide a safe and supportive, easily accessible venue for the delivery of a coordinated and tailored package of services. The Community Hub continues to act as a bridge, linking mothers, their children and their extended family, to the wider community and the network of services and programs available to support families in the City of Hume.

Framework for Improving Student Outcomes (FISO)

The school has a current focus on the following FISO improvement initiatives and key improvement strategies:

Building Practice Excellence through:

- Embedding the model for Instructional practice to inform lesson planning and delivery, including the consistent use of learning intentions, success criteria and individualised learning goals
- Ensuring all teachers are implementing High Impact Teaching Strategies
- Providing professional learning to build teacher data literacy levels
- Providing professional learning in Numeracy & Reading including regular modelling and coaching
- Conducting Instructional Rounds and Peer Observations

Curriculum planning and assessment

- Build a consistent whole school approach to the collection, use of data and evidence to track student learning and growth, analyse, and inform the next level of learning.
- Develop and implement a systematic approach to challenging goals and effective feedback for all students and teachers

Achievement

At Dallas Brooks Community Primary School, the staff continue to work towards addressing the individual learning needs of our students in Reading and Number. Throughout 2018, we continued to focus on a school wide model that ensures the curriculum is differentiated and meets the learning needs of the individual student. Based on the analysis of data, students work in small-targeted groups where explicit teaching reinforces / enriches their knowledge of the focus as needed.

The percentage of students achieving in the top three bands was:

YEAR 3 Comparison	2018	Four Year Average	School
Reading	58.2	48.6	Similar
Numeracy	54.4	43.8	Similar
YEAR 5 Comparison	2018	Four Year Average	School
Reading	25.8	28.3	Similar
Numeracy	27.4	26.5	Lower

NAPLAN results in 2018, along with results averaged over the last four years (2014-2018), show that our Grade 3 students are performing comparably better to students in other schools with a clientele similar to ours. An example of this is 58.2% of our Grade 3 students achieved the top 2 bands for Numeracy, and in similar schools, this percentage was 48.6%. In relation to our Grade 5 students, 27.4 % of students achieved the top 2 bands in Numeracy, and in similar schools, this percentage was 26.5%.

NAPLAN Learning Gain data (Years 3-5), indicated the percentage of our students with medium to high growth across the following assessed subjects for NAPLAN;

NAPLAN Domain	2018
Reading	57
Numeracy	67

Writing	78
Spelling	74
Grammar and Punctuation	72

2018 overall measures of teacher assessments for the Victorian Curriculum indicate that in English, the percentage of students with a grade C or above was lower to like schools (taking into account student backgrounds). For mathematics this percentage was similar than like schools.

Our curriculum provides explicit teaching and open-ended extension tasks to challenge all students. Individual Learning Plans are implemented for students who require differentiation of the curriculum, to enable them to achieve success or to be extended. All students on the Program for Students with a Disability have shown progress towards achieving individual learning goals.

Engagement

To enhance student engagement the school sought to develop student capacity to monitor, evaluate and guide their own learning through developing individual learning goals in Reading, Writing and Mathematics. 100% of students from Prep to Year 6 conferenced with teachers on a regular basis to set and monitor differentiated learning goals. The average days of absence across the school is 22.5 days per student which is a slight increase of 1.2 days from 2017.

A member of the Leadership Team monitors attendance on a daily basis. There is a tiered level of responsibility throughout the school from class teachers, administration staff and the leadership team all having a vital role in monitoring absences and supporting students at educational risk through absences. The 'Every Day Counts' message is regularly communicated to students and there are a variety of ways parents can communicate with the school so that the number of unapproved absences can be kept to a minimum. Through the Professional Learning Communities model of tracking student achievement and goal setting, students with high absences are tracked and intervention provided as soon as practicable. The school's data shows that students with high absences fall behind their classmates in their learning and this is explained to parents at individual meetings to show the link between attending school and student learning results.

Absences for extended family holidays, religious/ culture observance and parent choice continues to be high. To accommodate this, the school has moved a number of curriculum days to align with religious holidays. In addition to this, the Student Attendance Policy stipulates that approval for extended family holidays must be granted in advance by the Principal. A key strategy to support this has been the introduction of intentional parent/caregiver attendance meetings.

Wellbeing

The Attitudes to School Survey (ATOSS) indicated that 76.2% of students agree or agree strongly that they have a Sense of Connectedness at school which is an increase of 2.4% from previous years. 75.7% of students also reported positively to the Management of Bullying at DBCPS. This percentage was similar to our like schools.

Dallas Brooks Community Primary School has a whole school approach to health, wellbeing and inclusion. Diversity is celebrated within the school environment and the broader school community. The school's Community Hub program, working in partnership with Community Hubs Australia to support the whole family; offering early learning programs, building social networks, providing access to services, and creating pathways to education and training. Our Hub has a key focus on increasing the health and wellbeing of our Culturally and Linguistically Diverse (CALD) families, including newly arrived and refugee families, with preschool and primary school aged children. With a suite of programs strategically sourced and personalised to support our community,

the Hub is highly appreciated by the school community. The school continued to implement a range of measures to support student wellbeing across the school community. The Wellbeing staff includes a school employed; Speech Pathologist, Play Therapist, Counsellor, and Social Worker. This team works in partnership with the specialist services offered by the Hume South Network Allied Health Team.

In 2018, Dallas Brooks Community Primary School elected to be a part of the Resilience, Rights and Respectful Relationships (RRRR) program to enhance student wellbeing. This program provides a cohesive and consistent approach to building students' resilience, social and emotional health across all grade levels. In 2019, the RRRR learning strategies and materials will be integrated into all areas of the school's curriculum.

Financial performance and position

Sound management processes and protocols delivered a net operating surplus. This is a direct result of measures such as level budgets, curriculum area budgets that are monitored and reviewed monthly by School Council. Finance reports are presented and discussed to the finance subcommittee of School Council. Significant funds were allocated to property development and maintaining of existing facilities and grounds. The Wellbeing Building completed the vision of our school that all children will be literate, numerate, creative, safe and happy. The building was approved by School Council to ensure our Social Worker, Play Therapist, Speech Therapist, Psychologist and Regional SSSO staff had offices to deliver therapy as was as education parents , children and staff.

Monies received beyond the SRP enabled the school to address the opportunities and challenges of the effects of high SFO, low SES and social disadvantage. 95% of our students are English as an Additional Language (EAL) . The percentage of EAL students is one of the highest in the State.

Significant allocation of funds was provided to the Literacy and Numeracy PLC's to enable rich resourcing of classroom Literacy and Numeracy Programs. It supported learning and teaching programs such as; Literacy and Numeracy assistants, F-6 New Arrival Program staffed by two qualified TESOL teachers, formal intervention programs (Extending Mathematical Understanding and Levelled Literacy Intervention Fountas and Pinnell), Literacy, Numeracy and Inquiry Consultants, Leading Teachers for coaching and mentoring and Allied Health Specialists.

For more detailed information regarding our school please visit our website at
www.dallasps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 448 students were enrolled at this school in 2018, 222 female and 226 male.

94 percent of students had English as an additional language and 1 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: Low

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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	81.3	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	54.8	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	69.7	90.1	82.6	95.3	Lower
Mathematics	68.7	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	58.2	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	54.4	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	25.8	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	27.4	55.6	37.0	75.0	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	48.6	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	43.8	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	28.3	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	26.5	54.8	39.2	71.4	Lower

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	42.9	42.9	14.3
Numeracy	33.3	50.0	16.7
Writing	21.4	64.3	14.3
Spelling	26.2	57.1	16.7
Grammar and Punctuation	28.6	54.8	16.7

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	22.5	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	22.4	15.2	13.2	17.8	Lower

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	89	87	89	91	89	89	88

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.2	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	74.4	81.7	73.8	88.7	Lower

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	75.7	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	72.3	81.8	73.7	89.7	Lower

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$4,591,678
Government Provided DET Grants	\$1,647,815
Government Grants Commonwealth	\$10,474
Government Grants State	\$5,841
Revenue Other	\$106,046
Locally Raised Funds	\$138,213
Total Operating Revenue	\$6,500,067

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,629,148
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,629,148

Expenditure	Actual
Student Resource Package ²	\$4,486,603
Adjustments	\$0
Books & Publications	\$318
Communication Costs	\$16,096
Consumables	\$192,411
Miscellaneous Expense ³	\$274,053
Professional Development	\$47,247
Property and Equipment Services	\$629,798
Salaries & Allowances ⁴	\$306,045
Trading & Fundraising	\$6,851
Travel & Subsistence	\$11,167
Utilities	\$74,008
Total Operating Expenditure	\$6,044,598
Net Operating Surplus/-Deficit	\$455,469
Asset Acquisitions	\$273,046

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$1,475,813
Official Account	\$53,448
Other Accounts	\$1,111,952
Total Funds Available	\$2,641,214

Financial Commitments	Actual
Operating Reserve	\$181,012
Other Recurrent Expenditure	\$866
Provision Accounts	\$0
Funds Received in Advance	\$300,000
School Based Programs	\$600,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,632
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$250,000
Capital - Buildings/Grounds < 12 months	\$300,000
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	\$700,000
Maintenance - Buildings/Grounds > 12 months	\$200,000
Total Financial Commitments	\$2,833,510

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 04 Mar 2019 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').