

2020 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 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 22 April 2021 at 10:39 AM by Valerie Karaitiana (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 23 April 2021 at 03:29 PM by Gail Hart (School Council President)

How to read the Annual Report

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.

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.

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)

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.

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.

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

PURPOSE STATEMENT

Dallas Brooks Community Primary School caters for a diverse community with educational, social and emotional goals in an environment, which utilises all available community resources and innovation to prepare students for a rewarding future.

VISION and VALUES

Our strong sense of connectedness is developed through threads of inclusion, joint high expectations between staff, students and parents based on our guiding values of RESPECT, TRUST, PERSISTENCE and PRIDE. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. Our Social and Emotional Learning Program is underpinned by Respectful Relationships and delivered in a dedicated session each week to students. We believe that our student outcomes are directly linked to their wellbeing and therefore all staff use The Berry Street Education Model (BSEM) approaches to teaching and learning. This model enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement. The pedagogical strategies incorporate evidence-based trauma-aware teaching, positive education, and wellbeing practices.

Our strong academic focus on literacy and numeracy skills is based on the Victorian Curriculum. A personalised curriculum is delivered with a developmental approach, ensuring the learning is at 'point of need' for each student, to support academic success and to develop social competencies and skills. Our rigorous and inclusive learning culture is supported by differentiated learning, as well as literacy and numeracy intervention and extension programs. This is reinforced by a range of programs: Physical Education, The Arts, Auslan and STEM. The school partners with various organisations, agencies and corporate entities to utilise their capacity to support student learning and growth and receive mutual benefits. The school actively partners with The Smith Family who provide sponsorship for many students to ensure they can succeed at school. Our Community Hub continues 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.

WORKFORCE

Our workforce comprises: three principal class members, two leading teachers (Numeracy and Literacy) and two Learning Specialists (Literacy, Numeracy,), 2 Environmental Science Specialists, 22 classroom teachers, with 16 Education Support Staff across all areas and 2 Multicultural Aides to support the students and community. There are specialist teachers in the areas of PE, Visual Arts, Languages and STEM. In addition, the school employs a Wellbeing Team comprising a Social Worker, Play Therapist, Speech Pathologist, Counsellor and a Therapy Dog who play a significant role in supporting teachers to improve engagement and wellbeing by providing ongoing professional development in Restorative Practices.

LOCATION

Dallas Brooks Community Primary School is located in the suburb of Dallas, City of Hume.

SCHOOL PROFILE

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, Turkish and Somali speaking. The school SFOE in 2020 was 0.7405. In 2020 Dallas Brooks Community Primary School had an enrolment 439 primary school students with an additional 110 children enrolled in

preschool programs. There were 96% of EAL (English as an Additional Language) students and 2% 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.

Framework for Improving Student Outcomes (FISO)

The impact of Covid 19 was significant in changing our learning priorities in 2020. With a move to remote learning, our focus was initially on wellbeing and building technical skills of both parents and staff. As remote learning lengthened, our program developed in its richness and inclusion of 'live' elements. Our Compass Portal provided access to all areas of the curriculum enabling students to upload their work for feedback and assessment. Hard copies of work were provided for those families who requested this support in the initial lockdown period. FISO element: Building Practice Excellence Key Improvement Strategy: Introduce and trial an agreed whole school instructional model in reading through targeted professional learning Our Literacy Team continued to lead professional learning in relation to the Fountas and Pinnel benchmarking strategies and assessments at the beginning of the year. All students were benchmarked in term 2 and 4. During remote learning teachers attempted to teach different reading strategies using teaching videos, live classes and utilising online reading platforms. In the younger years, the students read aloud to their teacher on Microsoft Teams and other platforms such as Webex. Further work was undertaken in developing the instructional reading model with input from teachers across the school. This Key Improvement Strategy was carried over into the 2021 AIP. Peer observations were conducted via Microsoft Teams and in some instances through the opportunities for staff to view each other via recorded lessons. Professional learning continued with staff via online forums. Over the course of remote and flexible learning we had a range of 5-10 students attending onsite learning. The Attitude to School survey was not conducted in 2020, with teachers preferring to gain specific feedback from their students when they returned in term 4.

Achievement

Throughout the remote and flexible learning period Dallas Brooks Community Primary School continued to address the individual learning needs of our students across all curriculum areas. Our school wide model ensures the curriculum is differentiated and meets the learning needs of the individual student. Our school has a strong commitment to staff working collaboratively to plan, teach, assess and reflect on the curriculum offered to our students. A strong emphasis is placed on consistency within teams and across the school. To support this, timetables and meeting schedules prioritise collaboration, data analysis and professional learning. Our teachers were strategic and flexible in identifying learning outcomes that would be achievable during remote learning. All focus areas aligned strongly to the Victorian Curriculum. Learning Intentions and Success Criteria were also identified and communicated in all documentation to students and families. In addition to our strong focus on English and Mathematics, our students also engaged in weekly activities in our Specialist Programs, Inquiry units and whole school activities that focused on the Personal and Social Capabilities.

An unexpected highlight of remote learning included our increased capacity to use technology to support student learning and to engage with families. Our teaching and learning programs were presented on our Compass Platform. Staff also engaged with their classes using the video conferencing platform of Microsoft Teams. We utilised Microsoft Teams for Parent Teacher interviews and Student Support Group Meetings resulting in high participation.

The 2020 overall measures of teacher judgements for the Victorian Curriculum indicated that in English and Mathematics, the percentage of students with a grade C or above was lower to like schools (taking into account student backgrounds). The nature of Remote Learning in 2020, meant that despite everyone's best efforts, some students and families were able to engage more readily than others. Close analysis of our data has highlighted students who would benefit from targeted catch up support in key learning areas. At the beginning of 2021 rigorous processes around the Tutor Learning Initiative were established to identify short term, achievable goals for targeted students.

Based on the analysis of data, students work in small-targeted groups where explicit teaching reinforces / enriches their knowledge of the focus as needed. We maintained our Professional Learning schedule which linked to the Annual Implementation Plan (AIP) goals of reading and numeracy. The focus continued to be placed on students

working both 12 months behind benchmark in both Literacy and Numeracy. Students performing in the lower percentiles were supported through school programs such as Literacy Intervention, Reading Intervention, and Extending Mathematical Understanding (EMU) on a daily basis and through Individual Learning Plans (ILPs) goals. In addition, students identified as requiring additional support through counselling, play therapy, speech therapy and social skills continued to remain a priority throughout the year.

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

During 2020 staff continued providing opportunities for students to remain engaged and productive with remote learning. During the first lock down paper copies, stationary and classroom resources were provided for many families to continue the learning at home. Student booklets provided many hands on activities cutting elements, classification, grouping tasks etc. As remote learning lengthened, our program developed in its richness and inclusion of 'live' elements. Staff provided support to families with any technical issues and displayed a positive behaviour in adjusting to remote learning. Staff was able to draw on their Berry street training and utalise many mindful activities to support their students. Hence teachers continued to embed Rights, Resilience and Respectful relationships curriculum across all year.

The staff ensured students attendance were present (if absent, parent phone calls were made) for each session. Attendance was further supervised by the wellbeing team who engaged and supported parents in a positive and supportive manner. Our educational support staff was consistently working with small groups of students via Microsoft Teams for additional support.

Parents worked closely with our Community Hub leader which generated parent sessions via Teams to discuss any issues, concerns or simply discuss their transition to remote learning. this support in the initial lockdown period. Education support staff were still consistently working in small groups with students who required additional support.

To transition back to onsite learning was very positive as all students seemed settled and adjusted well back into classroom settings. Teachers focused on students social engagement skills and presented many opportunities for students to reflect and share experiences.

Wellbeing

Our school modified the delivery of mental health and wellbeing supports to students and their families, by providing them with a lot of emotional and physical support throughout 2020. The wellbeing team that consisted of a social worker, speech pathologist, play therapist, and student counselor were still able to remotely engage with parents and students and the wider community. Students learning and connection with school was always a focus. Students success was celebrated and shared on Teams. On Compass parents, staff and students were provided with many engaging, information wellbeing links to further support them. The continuation of our Respectful Relationships curriculum have reinforced will increase this percentage in the future.

- At a pedagogical level, Teachers;
- explicitly taught social and emotional learning skills
 - provided a comprehensive wellbeing education program
 - explicitly developed personal and social capabilities

A number of parents meeting were held during the remote period of learning which were highly successful. This engagement built social emotional learning and resilience with our parent groups which is further embedded in our

community During the Covid period students and parents were surveys in relation to their mental health. This data was used to support the wellbeing team to further engage students and families and address any mental health and concerns within the community.

Staff engaged in Professional learning in the Berry street model which is based on teaching all staff education on trauma and impact on students and families. This model will be further embed through the ongoing training in 2021 and beyond.

Financial performance and position

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. Dallas Brooks Community Primary School maintained a very sound financial position throughout 2020. The 2019-2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus. This surplus occurred through generous community grants and donations to camps, excursions and targeted teaching areas in 2020. The school received a sufficient amount of Equity Funding, which contributed towards the employment of Literacy, Numeracy and STEM Specialists and additional ES staff so that every classroom had an ES to support literacy and numeracy. The equity funding allowed us to maintain our Wellbeing Team (Social Worker, Play Therapist, Speech Therapist, Psychologist) for 2020.

For more detailed information regarding our school please visit our website at
<https://www.dallasps.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 439 students were enrolled at this school in 2020, 216 female and 223 male.

96 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.

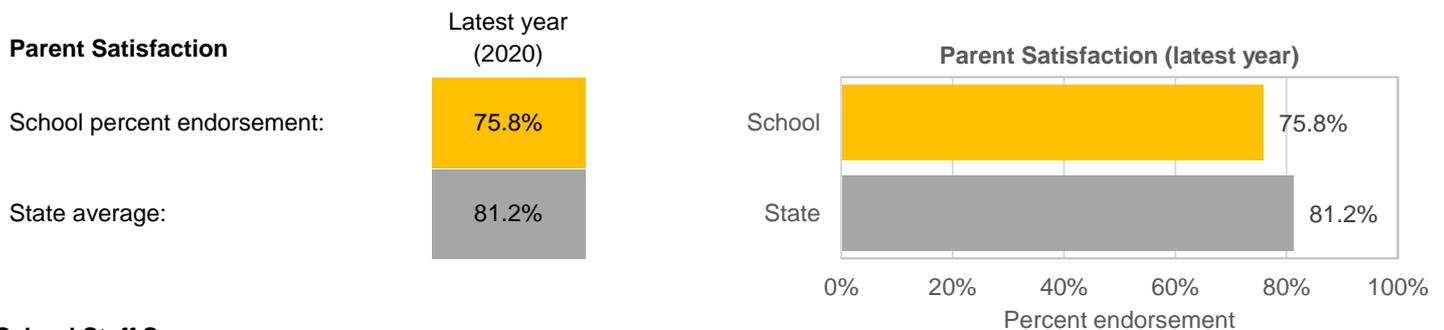
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

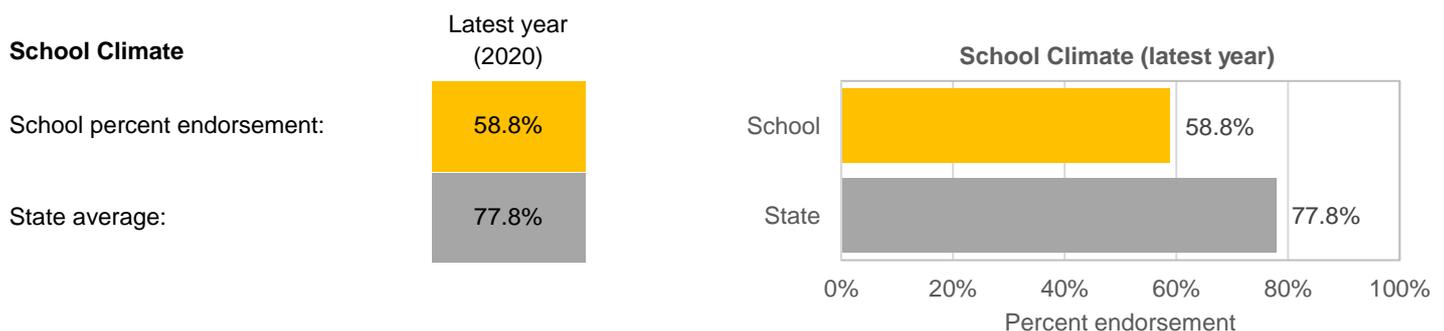


School Staff Survey

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:

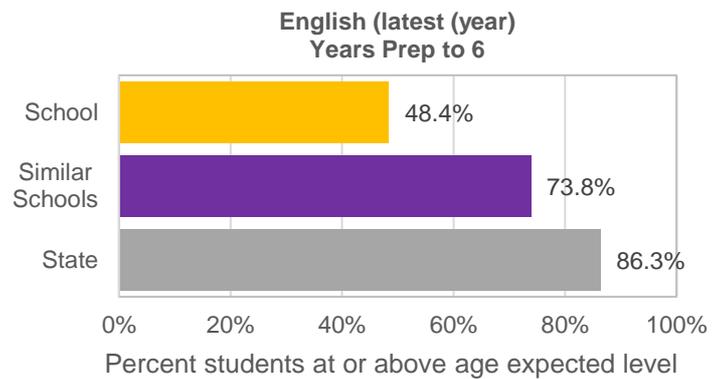
48.4%

Similar Schools average:

73.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

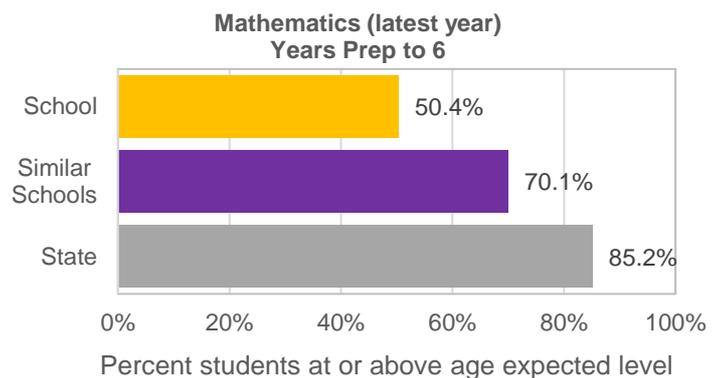
50.4%

Similar Schools average:

70.1%

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

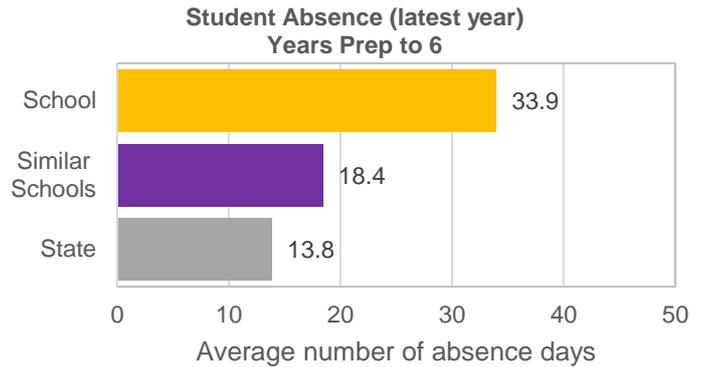
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	33.9	25.4
Similar Schools average:	18.4	17.8
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	84%	84%	85%	78%	83%	85%	77%

WELLBEING

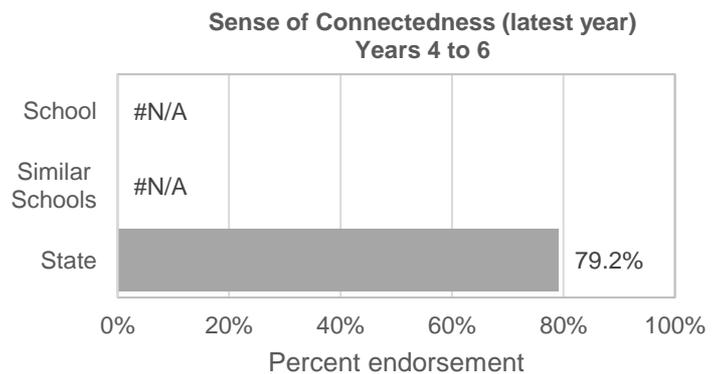
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	77.3%
Similar Schools average:	NDP	85.4%
State average:	79.2%	81.0%



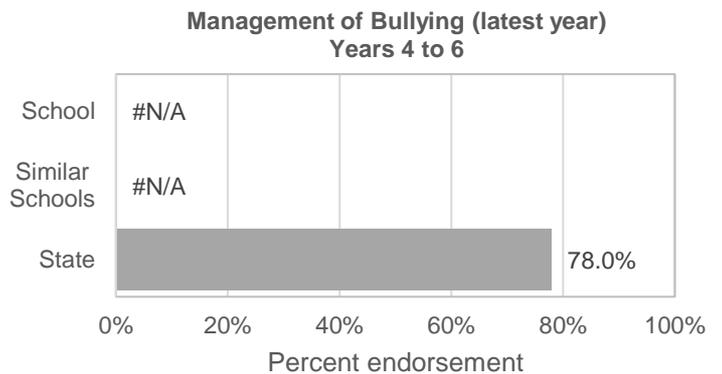
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	75.4%
Similar Schools average:	NDP	83.6%
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	\$6,066,907
Government Provided DET Grants	\$1,332,378
Government Grants Commonwealth	\$41,177
Government Grants State	NDA
Revenue Other	\$49,608
Locally Raised Funds	\$97,028
Capital Grants	NDA
Total Operating Revenue	\$7,587,098

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,793,691
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$1,793,691

Expenditure	Actual
Student Resource Package ²	\$5,175,276
Adjustments	\$31,301
Books & Publications	\$62,897
Camps/Excursions/Activities	\$4,772
Communication Costs	\$15,270
Consumables	\$336,693
Miscellaneous Expense ³	\$50,366
Professional Development	\$57,779
Equipment/Maintenance/Hire	\$173,323
Property Services	\$303,656
Salaries & Allowances ⁴	\$86,438
Support Services	\$260,023
Trading & Fundraising	\$2,986
Motor Vehicle Expenses	\$8,088
Travel & Subsistence	\$713
Utilities	\$73,208
Total Operating Expenditure	\$6,642,790
Net Operating Surplus/-Deficit	\$944,309
Asset Acquisitions	\$435,653

- (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 02 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

Funds available	Actual
High Yield Investment Account	\$1,776,442
Official Account	\$83,974
Other Accounts	NDA
Total Funds Available	\$1,860,416

Financial Commitments	Actual
Operating Reserve	\$196,915
Other Recurrent Expenditure	\$22,541
Provision Accounts	NDA
Funds Received in Advance	\$87,441
School Based Programs	\$846,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$5,935
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$58,500
Capital - Buildings/Grounds < 12 months	\$80,000
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	\$300,000
Maintenance - Buildings/Grounds > 12 months	\$100,000
Total Financial Commitments	\$1,847,332

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.