**2022 Annual Report to the School Community**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |

|  |
| --- |
| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 of the previous calendar year 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 27 April 2023 at 11:48 AM by Valerie Karaitiana (Principal) |

|  |
| --- |
| * This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community
 |
| Attested on 01 May 2023 at 03:16 PM by Trent Scorey (School Council President) |

 |

School Name: Dallas Brooks Community Primary School (5546)

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school and an overview of the school’s performance over the previous calendar year.

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 ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

**Learning**

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

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

**Engagement**

* Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

‘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 disabilities 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,PERSERVERANCE 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, Arabic, Turkish 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 one ES 5  , four leading teachers (Numeracy,Literacy, STEM and Physical Education/Sport Education) and two Learning Specialists (Literacy, Numeracy, ), 20 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, Performing Arts, Languages and STEM. In addition, the school employs a Wellbeing Team comprising a Social Worker, Speech Pathologist, Psychologist, 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 2022 was 0.90. In 2022 Dallas Brooks Community Primary School had an enrolment 409 primary school students with an additional 100 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. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| 2022 was a year of re-establishing a strong learning culture at Dallas Brooks Community Primary School. We refocused on building our students' learning stamina and heavily resourced initiatives to prioritise learning, such as a strong focus to 'catch up' learners that had fallen behind as a result of the previous years. Our Annual Implementation Plan focused on this as well as on improving the learning growth of all learners in Literacy and Numeracy.Our NAPLAN Reading was promising with 34% of our Year 3s in the top two NAPLAN bands for Reading. Our Year 5s showed 14% which is improving from 10% in 2021. When looking at NAPLAN Writing results, Dallas Brooks had 45% of our Year 3s in the top two bands. Year 5 Writing was 9% which is also on an upward trajectory from 6% the year prior. NAPLAN Numeracy results put 7% of our Year 3 and 5% of our Year 5s in the top two bands in the state. Looking at students Literacy and Numeracy teacher judgements according to the Victorian Curriculum show Dallas Brooks continued to catch up learning that had been impacted in previous years. 58% of students were at or above standard in Reading, 59% were at or above when Speaking and Listening and 51% were at or above in Writing. In Mathematics, 49% of students were at or above standard in Measurement and Geometry, 52% in Number and Algebra and 50% in Statistics and Probability. In 2022, we continued to ensure that our instructional models in Literacy and Numeracy enabled students to access learning at their level and explicitly taught the knowledge, skill or attitude needed to grow as learners. Dallas Brooks Community Primary School is proud of our Inquiry model and technology available for our students. Our students are engaged in their learning, they ask questions and strive to attain the knowledge, skills or attitudes to find their answers. Using their laptops, as well as multimedia, robotic and digital equipment they demonstrate this learning in our Learning Showcase which opens our doors to our community.   |
| Wellbeing |
|  Whole school mental health and wellbeing continues to be placed at the centre of Dallas Brooks Community Primary School. Students are provided learning opportunities within a safe and secure environment. School staff continue to enact the School Wide Positive Behaviour Support (SWPBS) model which is the basis of our behavioural model. Underpinning this is our Berry St Educational Model (BSEM) which provides staff with a trauma informed teaching lens. This is utilised in the planning and delivering of teaching lessons. Also underpinning the SWPBS model is the Rights, Resilience and Respectful Relationships (RRRR) curriculum being delivered each week in classrooms. This provides students the opportunity to learn Social and Emotional (SEL) skills that supports their social development and interaction with others. The school also employs an allied health, wellbeing team that consist of a social worker, speech pathologist, Counsellor, Animal Therapist and Islamic Chaplain. The dedicated allied health team works collaboratively with all school staff, parents and other organisations to ensure that all our students are happy, safe and engaged in their learning. The team is also supported by placement students throughout the year. The wellbeing Team works closely with our Community Hub leader in relation providing relevant supports to families as needed. Many parents and community members were still concerned about the ongoing impacts of COVID19 in the community. Information, connection and support regarding this continued to be a strong focus to improve the mental health and wellbeing of the community.     |
| Engagement |
| The Engagement of students remained a high priority at Dallas Brooks Community School throughout 2022. Our STEM and Makers Program continued to be a success in engaging students in hands on learning and has been expanded so that students in the early years can also access these programs. Students use digital technologies tools to solve real world problems. They draw on their experience of Science, Technology, Engineering, Arts and Mathematics to guide their inquiry and critical thinking. Students are encouraged to make links to their inquiry topic to help develop and support their understanding and to apply new skills such as problem-solving skills and collaboration whilst integrating the use of resources, such as Makey Makey, Ozobots, LEGO, Minecraft and many more. Our student lead Makers conference took place again in 2022, which was a great success. This involves our 5/6 student leaders planning, designing and delivering a showcase event to inspire other students and teachers in relation to STEM/inquiry-based learning. Our student sustainability team work alongside our passionate teachers to foster an environmentally sensitive school culture. On World Environment Day, students organised and facilitated several activities which promoted the core mission; ‘Beat Plastic Pollution’ and ‘if you can’t reuse it, refuse it’. The activities included; rubbish collection, mini compost experiments, maintenance of the ‘Lizard Lounges’, ‘Frog Bog’ and classroom learning tasks in Reading and Mathematics which linked to sustainability.Our student leadership program also promotes engagement through student voice and agency. There are many student leadership positions that involve various aspects of school life. In addition school captains and house captains we also include leaders in sport, sustainability, wellbeing, the Arts, and STEM.  |
| **Financial performance** |
| 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. Also funding operational needs of the school consistent with Department policies, School Council approvals and the purpose for which funding was provided or raised. Dallas Brooks CPS maintained a very sound financial position throughout 2022. The 2019-2022 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support school programs and policies. The Financial Performance and Position report shows an end of the year surplus. This surplus occurred through community grants, hiring of venues, donations to camps, excursions and targeted teaching areas in 2022. The school received a sufficient amount of Equity Funding, which contributed to 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, Counsellor and Psychologist for 2022). |
| **For more detailed information regarding our school please visit our website at** [**https://www.dallasps.vic.edu.au**](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 2.0 (FISO 2.0).

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 409 students were enrolled at this school in 2022, 211 female and 198 male.

92 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).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage, a ‘High’ band represents a high level of socio-educational disadvantage.

This school’s SFOE 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.

|  |  |
| --- | --- |
| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 88.3% |
| State average (primary schools): | 79.9% |

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** | Latest year (2022) |
| School percent endorsement: | 58.9% |
| State average (primary schools): | 73.4% |

LEARNING

***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 (2022) |
| School percent of students at or above age expected standards: | 56.1% |
| Similar Schools average: | 75.7% |
| State average: | 87.0% |

|  |  |
| --- | --- |
| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 50.0% |
| Similar Schools average: | 70.7% |
| State average: | 85.9% |

LEARNING (continued)

***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.***

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

|  |  |  |
| --- | --- | --- |
| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 50.0% | 58.3% |
| Similar Schools average: | 61.5% | 61.9% |
| State average: | 76.6% | 76.6% |

|  |  |  |
| --- | --- | --- |
| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 36.4% | 40.3% |
| Similar Schools average: | 55.7% | 52.9% |
| State average: | 70.2% | 69.5% |

|  |  |  |
| --- | --- | --- |
| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 29.8% | 33.1% |
| Similar Schools average: | 43.2% | 46.7% |
| State average: | 64.0% | 66.6% |

|  |  |  |
| --- | --- | --- |
| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 25.0% | 28.2% |
| Similar Schools average: | 38.5% | 41.9% |
| State average: | 54.2% | 58.8% |

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).

|  |  |  |
| --- | --- | --- |
| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 85.2% | 83.5% |
| Similar Schools average: | 83.6% | 83.6% |
| State average: | 78.1% | 79.5% |

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).

|  |  |  |
| --- | --- | --- |
| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 82.3% | 82.2% |
| Similar Schools average: | 80.2% | 81.4% |
| State average: | 75.8% | 78.3% |

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.

|  |  |  |
| --- | --- | --- |
| **Student Absence****Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 30.7 | 30.0 |
| Similar Schools average: | 25.1 | 20.1 |
| State average: | 23.3 | 17.0 |

 **Attendance Rate (latest year)**

 Attendance rate refers to the average proportion of formal school days students in each year level attended.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 83% | 85% | 88% | 86% | 84% | 80% | 85% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $6,605,477 |
| Government Provided DET Grants | $1,457,986 |
| Government Grants Commonwealth | $49,654 |
| Government Grants State | $887 |
| Revenue Other | $71,222 |
| Locally Raised Funds | $110,469 |
| Capital Grants | $18,299 |
| Total Operating Revenue | **$8,313,995** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $1,950,398 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$1,950,398** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $5,197,890 |
| Adjustments | $0 |
| Books & Publications | $10,655 |
| Camps/Excursions/Activities | $47,347 |
| Communication Costs | $7,995 |
| Consumables | $153,650 |
| Miscellaneous Expense 3 | $35,061 |
| Professional Development | $14,815 |
| Equipment/Maintenance/Hire | $153,547 |
| Property Services | $166,467 |
| Salaries & Allowances 4 | $91,588 |
| Support Services | $300,842 |
| Trading & Fundraising | $1,382 |
| Motor Vehicle Expenses | $9,242 |
| Travel & Subsistence | $0 |
| Utilities | $80,740 |
| Total Operating Expenditure | **$6,271,221** |
| Net Operating Surplus/-Deficit | **$2,024,474** |
| Asset Acquisitions | **$257,835** |

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 25 Feb 2023 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 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $2,633,489 |
| Official Account | $69,816 |
| Other Accounts | $0 |
| Total Funds Available | **$2,703,305** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $165,909 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $119,189 |
| School Based Programs | $770,864 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $6,800 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $129,516 |
| Capital - Buildings/Grounds < 12 months | $270,000 |
| Maintenance - Buildings/Grounds < 12 months | $139,500 |
| Asset/Equipment Replacement > 12 months | $100,000 |
| Capital - Buildings/Grounds > 12 months | $200,000 |
| Maintenance - Buildings/Grounds > 12 months | $150,000 |
| Total Financial Commitments | **$2,051,778** |

*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.*