

## 2013 Annual Report to the School Community

Dandenong High School

School Number: 8858



Name of School Principal

**(Mrs Susan OGDEN):**

Name of School Council President:

**(Mr Alan COLLIER)**

Date of Endorsement:

29 April 2014

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

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

## About Our School

Dandenong High School, located in the South East of Melbourne, is a co-educational school from Years 7 to 12 with an enrolment of approximately 2000 students. The school is highly multicultural with 77 nationalities and 83 different language groups represented and has a team of 185 teaching and 52 non teaching staff. An extensive English as an Additional Language program supports students and a focus is to build a strong learning culture with an emphasis on literacy and numeracy. The school has an innovative curriculum based on the principles of inquiry and deep learning which aims to personalise the learning for all students and offers a broad range of opportunities to senior students including; VCE, Vocational Education and Training and the Victorian Certificate of Applied Learning. The school has strong links with Chisholm TAFE and students have the opportunity to enrol in an "Industry Taster" Program at the state-of-the-art Trade Training Centre, in addition to undertaking VET courses at the Centre. Our Year 10 Program provides wider variety of subject choices, greater depth in learning, personalised pathway options and targeted preparation for VCE.

Dandenong High School has an Accelerated and Enhanced Learning Program and a strong pastoral and student wellbeing structure. Student leadership is highly valued and students have the opportunity to hold a range of formal leadership positions including; School and House Captains, and undertake membership on both the School Council and the Student Representative Council. The structure of the school is unique and innovative and designed to foster students' connectedness and engagement.

At Dandenong High School, student learning is structured around a collaborative teaching and learning model. We have seven identically designed Houses; each containing purposefully designed learning spaces. These spaces allow for diverse and innovative learning experiences to take place, with a strong emphasis on collaborative learning. Within each House there are 300 students, 50 from each year level from Year 7 through to Year 12. Each House has 25 staff from all Domains and teaching areas.

In Years 7-9, our collaborative model is designed with 50 students and three teachers for the core subject areas, including English/Humanities, Maths/Science, Health/PE and LOTE. Each Teaching Team plan collaboratively and divide each group of 50 students based upon the type of learning experience, the needs of each individual student, the learning space they have been allocated and the use of technology. Students then rotate through each teacher within one lesson or over several, thereby experiencing a range of activities, learning styles and experiences which ensure the learning is engaging, meaningful and targeted to meet individual student needs and maximize positive student learning outcomes.

Our Senior Studies program, which involves students in Years 10, 11 and 12 provides all students with a tailored individualised pathway, allowing for informed student choice. The personalisation of learning across the school is intended to ensure every individual student is provided with the most appropriate pathway so as to ensure success is achieved by all.

Achievement	Engagement	Wellbeing
<p>Dandenong High School is proud of its achievements in student learning. The majority of students are performing at or above expected VELS levels in most areas and the school continues to perform very strongly in "like school groups" in literacy and numeracy. Significant resources have been placed into programs to further improve student outcomes in these areas including the Literacy and Numeracy Engagement Program for students in Years 7 and 8 and the Your Tutor Program in Year 7. Furthermore, all students in Years 7 to 9 are provided with access to an online Skills Builder program focused on the development of Literacy and Numeracy skills. The school has developed a highly specialised withdrawal program, the Decoding Program, which provides targeted support to students with low-literacy skills. A Transition EAL program and a team of Multicultural Educational Aides support newly arrived and refugee students. In 2013, the one-to-one student laptop program, incorporating a Bring Your Own Device (BYOD) approach has further been extended across the school, providing all students in Years 7-12 with their own laptops. A technologically rich curriculum and innovative learning environment enables student learning to be transformed through the creation of real-life, meaningful and highly engaging learning experiences. Performing Arts, sporting and co-curricular programs enable students to learn a musical instrument, participate in productions and reach state level in a range of sports. The schools VCE results are at the median level for government schools, with 95% of our students satisfactorily completing their VCE, 6 of who achieved an ATAR above 90 and 23 receiving an ATAR above 80. Of the 205 Year 12 students who submitted preferences for tertiary education, 97% received offers. The remaining 58 students have obtained employment and secured apprenticeships. Students in the 'Program for Students with Disabilities' are provided with Individual Learning Plans and the majority of students achieved at or above expected goals. A key staff member and team of Integration Aides support students and conduct regular PSG meetings with parents to</p>	<p>Dandenong High School continues to prioritise student attendance as demonstrated in the 2013 data, with an average of 90% attendance. House Attendance Officers are located in each of the 7 Houses, each of who make contact with parents of all absent students across the school. This is supported with electronic roll marking and parent contact by the House Leadership Team. The school student retention rates continue to be at the State mean. Students with engagement or attendance issues are referred to the Student Wellbeing Team. Where appropriate, some students are directed to programs such as Operation New Start and Myuna Farm designed to re-connect them with school and engage them in their learning. The Student Attitudes to School Survey indicates a strong sense of belonging and connectedness to school and a high level of student morale. Students also rate the school very highly in the areas of Teacher Effectiveness, Teacher Empathy and Learning Confidence. In 2013, the data showed significant improvement in the area of Student Connectedness, Student Motivation and Learning Confidence. Dandenong High School values Student Leadership and is committed to creating an environment in which the student voice is genuinely acknowledged, nurtured, celebrated and one that ultimately affects positive change within the school community. Our Student Leaders, including the School Captains, Vice Captains, SRC Presidents, House Captains and Student Representative Council act with integrity, compassion and exemplify excellence in every endeavor. They are responsible for identifying, implementing and evaluating whole school initiatives that allow students to feel respected, empowered and highly involved in the decision making process. Each year the 20 Year 12 Student Leaders, accompanied by members of the School Leadership Team, undertake a trip to Canberra in order to gain a deeper understanding of effective leadership. In 2013, in order to provide a genuinely personalised learning program that allows all students to explore and identify the most relevant learning and careers pathway, the school made the</p>	<p>Dandenong High School has a strong focus on supporting student pathways and transition throughout the school. This begins with a comprehensive Grade 6 Orientation Program which includes an electronic inquiry task, "Discover Dandenong Day", parent information sessions, the annual Open Day, school tours for families and Orientation Day. Furthermore, our extensive Transition programs enable interaction and the development of meaningful relationships between Dandenong High School and our feeder Primary Schools. In 2013, our School Leadership Team and Student Leaders visited and ran leadership sessions with our feeder primary schools and attended a number of primary school events. In Years 7-12 all students have an Individual Learning Plan and meet weekly with their Learning Tutor. This enables them to set meaningful learning goals and prepare for their future beyond school. The ILP enables students and their Tutor to track student progress, establish clear career pathways and identify the student's strengths and areas needing further development. The continual fostering of the relationship between the student and Tutor further enhances student connectedness to school and enables the Tutor to advocate for each individual student where needed. The school has extensive community and industry links and is involved in many programs that assist student transition from school to work or further education and training. The school also has strong partnerships with Monash and Deakin Universities and in 2013 is part of the Deakin Access Express Program, which is focused on building student aspiration for university study. The school has an excellent Work Experience Program, opportunities for students to attend work placement and runs the Beacon Foundation Program in Year 10. At Dandenong High School, a strong Student Wellbeing Team, consisting of the Well Being Leader and two Well Being Officers, a school nurse and four Guidance Officers, supports our students. The school runs a number of peer mentor and student well being programs including "Supportive Friends".</p>

communicate student progress. The WANNIK Program provides targeted learning support for Indigenous students across the school and involves tutoring in literacy and numeracy, a Homework Club with targeted support and participation in the AIMS Mentoring Program in partnership with Monash University.

decision to align the Year 10 learning program with Senior Studies. Students at Dandenong High School will therefore undertake a three-year Senior Studies program, which will provide our Year 10 students with an opportunity to undertake a wide variety of Year 10 subjects that provide greater depth in learning and targeted preparation for VCE. Furthermore, students will be able to access Unit 1 and 2 VCE subjects and VET Training Programs at the DREAM Centre at Chisholm TAFE. The Year 10 Program will ensure our students are able to make informed pathway choices, supported through a personalised Careers Counseling process, which will empower all students to achieve success.

For more detailed information regarding our school please visit our website at <http://www.dandenong-hs.vic.edu.au>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 1916 students were enrolled at this school in 2013, 931 female and 985 male.

#### Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Proportion of students with English as a second language.



#### Parent Satisfaction Summary

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



Please note: The Staff Opinion Survey was not conducted in 2013.

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 7</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Relative Growth Year 5 - Year 7</b></p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN relative growth is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 33%, Medium: 49%, High: 18%</p> <p><b>Numeracy</b> Low: 34%, Medium: 36%, High: 30%</p> <p><b>Writing</b> Low: 32%, Medium: 51%, High: 17%</p> <p><b>Spelling</b> Low: 35%, Medium: 46%, High: 18%</p> <p><b>Grammar and Punctuation</b> Low: 26%, Medium: 45%, High: 29%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p><b>NAPLAN Relative Growth Year 7 - Year 9</b></p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN relative growth is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> Low: 29%, Medium: 48%, High: 23%</p> <p><b>Numeracy</b> Low: 21%, Medium: 47%, High: 32%</p> <p><b>Writing</b> Low: 33%, Medium: 45%, High: 21%</p> <p><b>Spelling</b> Low: 27%, Medium: 48%, High: 25%</p> <p><b>Grammar and Punctuation</b> Low: 29%, Medium: 46%, High: 26%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2013</p> <p>Results: 2010 - 2013 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

Students in 2013 who satisfactorily completed their VCE: **95%**  
 Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: **27%**  
 VET units of competence satisfactorily completed in 2013: **82%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: **84%**

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison												
<p><b>Student Attendance</b></p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="568 784 1026 880"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>90 %</td> <td>89 %</td> <td>87 %</td> <td>89 %</td> <td>91 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	90 %	89 %	87 %	89 %	91 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	90 %	89 %	87 %	89 %	91 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary 2013

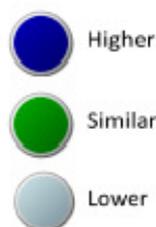
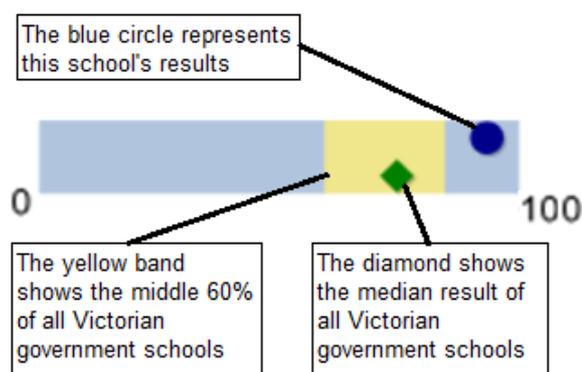
## What are student outcomes?

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

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

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

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



## What is a *School Comparison*?

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

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

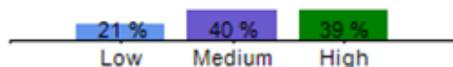
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.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

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

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

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

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of '*Data not available*'?

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

## What is this school doing to improve?

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

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

### Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$1,608,179
Government Grants Commonwealth	\$45,941
Government Grants State	\$14,465
Revenue Other	\$197,518
Locally Raised Funds	\$1,437,906
<b>Total Operating Revenue</b>	<b>\$3,304,008</b>

Funds Available	Actual
High Yield Investment Account	\$156,017
Official Account	\$17,530
Other Accounts	\$2,180,989
<b>Total Funds Available</b>	<b>\$2,354,536</b>

Expenditure	
Books & Publications	\$31,986
Communication Costs	\$72,592
Consumables	\$515,115
Miscellaneous Expense	\$827,588
Professional Development	\$124,136
Property Maintenance	\$1,250,927
Salaries & Allowances	\$341,177
Trading & Fundraising	\$316,804
Travel & Subsistence	\$44,229
Utilities	\$195,017
<b>Total Operating Expenditure</b>	<b>\$3,719,571</b>

Financial Commitments	
Operating Reserve	\$582,293
Revenue Received in Advance	\$459,345
Region/Network/Cluster Funds	\$14,928
Provision Accounts	\$43,842
Capital - Buildings/Grounds incl SMS>12 months	\$1,254,128
<b>Total Financial Commitments</b>	<b>\$2,354,536</b>

**Net Operating Surplus/-Deficit** (\$415,564)

**Asset Acquisitions** \$12,155

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial performance and position commentary



Australian Government



## National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

**National Partnership 2013  
Allocation**

Low SES School Communities	\$786,106
Improving Literacy and Numeracy	\$528,659

**School Co-investment**

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

**Notes:**

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

**National Partnership for Low Socio-Economic Status School Communities**

Building leadership capacity (coaching, professional learning)

Building teacher capacity (in-school support/coaches)

Building teacher capacity (professional learning opportunities)

Improved monitoring of student performance information

Timely student intervention and support

**National Partnership for Empowering Local Schools**

Not Applicable