

2016 Annual Report to the School Community



School Name: Dandenong High School

School Number: 8858



Name of School Principal:	Susan Ogden
Name of School Council President:	Alan Collier
Date of Endorsement:	26th April 2017

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

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 1800 students. The school is highly multicultural with 71 nationalities and 79 different language groups represented and 74% of students speak a language other than English at home. Dandenong High School employs 180 teaching staff and 57 non-teaching staff. The school has a distributed leadership system that focuses on strong, dynamic and adaptive leadership and fosters a culture of shared responsibility. An extensive English as an Additional Language program, including the Year 10 Connect program that is focused on EAL transition, supports student learning at the school and a key 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, discovery and evidenced-based 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.

Dandenong High School is renowned, both nationally and internationally, for its state-of-the-art facilities that provide extensive and highly dynamic learning opportunities for all within the school community. These spaces, designed to empower students through discovery, inquiry and collaboration, include the 7 Houses, which are purposefully designed learning spaces in which students undertake their core learning. These spaces are adaptive in design so as to enable a range of different types of learning experiences. Students rotate through each space dependant on the types of learning required, including direct-instruction, collaborative groupings and independent learning. Our facilities also include specialist spaces such as the Melaleuca Performing Arts and Sporting complex, which contains a double gymnasium, fully equipped music labs, recording studios and instrumental music suites. There is an adaptive dance studio which caters for classical through to contemporary dance classes, a Drama workshop and improvisation and performance areas, in addition to a 350 seat Theatre, that can be used for both professional performances and as a lecture-style venue, providing our senior students with opportunities for lecture style university learning. Melaleuca is designed to engage and stimulate the artistic, creative and athletic strengths of our students and provide all members of our school community with the opportunity to showcase their talents. The Senior Science Wing includes purposefully designed Chemistry, Physics and Biology labs that provide opportunities for students to collaborate and investigate real world scientific questions. The learning environment at Dandenong High School ensures every student is able to undertake an array of experiences and learning opportunities.

Dandenong High School has a highly rigorous and academically stimulating Accelerated and Enhanced Learning Program, providing students with an enriched and extended personalised program designed to ensure all individuals reach their full potential. A strong Wellbeing Team, consisting of the Wellbeing Team Leader and three Wellbeing Officers, a school nurse and three Guidance Officers, support staff and students and work in a liaison role within the Houses. They also offer extensive peer mentor and Wellbeing Programs throughout the year for a range of student groups dependent on need. 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. 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. A consistent pedagogical approach to teaching, learning and assessment is achieved through the Design for Learning that ensures every individual student is able to achieve at least one year's growth in 12 months.

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, teach and assess collaboratively. They divide their 50 students into different groups 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 groups working with 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. There is a focus on project-based learning with an Asia Literacy approach and students are encouraged to be independent learners, self-motivated and curious about the world around them. Students in Years 7 – 8 also undertake a range of semester arts and design subjects over the two years in specialised learning areas outside the house. In Year 9, students can select from an extensive elective program in addition to their core learning.

Dandenong High School offers a broad range of opportunities to senior students, including VCE, Vocational Education and Training and the Victorian Certificate of Applied Learning. 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. We are the lead school in the D.R.E.A.M Trade Training Centre in partnership with Chisholm TAFE and four other local schools and students have the opportunity to enrol in an innovative industry "Trade Circle Program" in Year 10. This



enables students to enrol in a number of accredited units over a range of VET options in order to support them in choosing the right VET certificate. The state-of-the-art Trade Training Centre allows students in Years 10 – 12 to undertake school-based apprenticeships as well as a range of VET certificates. 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 all achieve success.

Our Languages Other Than English program (LOTE) provides opportunities for students to study Japanese, French and Latin and through the strong links we have fostered with our Japanese-sister school, can experience extensive cultural and language immersion.

The school has a Transition EAL program that provides targeted support for new arrivals (asylum seekers or refugees) across the year levels. In Year 10 the school offers the Year 10 Connect program designed for students who are aged between 16 and 18 and are entering the Victorian Education system for the first time, providing every individual with a personalised and holistic year of consolidation before they move into VCE, VET or VCAL.

Significant resources have been placed into programs across the school to further improve student outcomes including the project-based learning model designed to strengthen literacy and numeracy skills through a highly engaging and student-directed approach. Students in Years 7 have access to the Your Tutor Program and 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. Furthermore, students with high-level EAL needs are supported in their core subject learning through a team of four teachers, which enable individual students to receive one-on-one targeted support and assistance.

Dandenong High School offers the Year 10 Connect program for students who wish to undertake VCE, but due to language, literacy or numeracy needs, require an additional year of skill consolidation. This program provides the foundations required for successful entry into and completion of the Senior Studies program. An additional learning support intervention, the Year 10 Literacy Support program, has been implemented with the intention of providing targeted and differentiated support to students with significant interruption to their learning or considerable literacy issues in both the student's native language and English language acquisition.

A range of strategic Community Partnerships exist within the school so as to provide our students with relevant and meaningful opportunities to gain an understanding of and experience success in their chosen pathway, including mentoring programs with Monash, Deakin and RMIT Universities; an Astrophysics program at Swinburne which allows our Year 7 science classes to utilise these specialised facilities; engagement and pathways programs with the City of Greater Dandenong; and a highly regarded collaboration between the school and Price Waterhouse Coopers in the design a program to engage students in Science, Technology, Engineering and Maths careers. A weekly Homework Club supported by tutors from Monash University operates in the Jacaranda Community Centre, providing hundreds of students with targeted learning support.

To ensure all our students have the essential skills and knowledge relevant to 21st Century Learning, Dandenong High School has a one-to-one student laptop program, incorporating both a school-provisioned option in addition to a Bring Your Own Device (BYOD) approach that provides 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.

Dandenong High School continues to prioritise student attendance as demonstrated in the 2016 data, with an average of 87% attendance. House Administration 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 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.



Framework for Improving Student Outcomes (FISO)

In 2015, Dandenong High School completed an intensive Peer Review. This resulted in the development of a 4 year strategic plan that focused on; improving student learning through establishing a shared evidence based approach to pedagogy, ensuring the effectiveness and consistency of teacher practice through embedding critical reflection and acknowledging the critical role of targeted professional learning to build teacher/ leader's skills and capacity.

The 2016 Annual Implementation Plan laid the foundation for this critical work. The aim was to consolidate leadership knowledge and confidence in regards to the Design for Learning, begin to communicate and engage staff in this evidence based approach and develop a framework for coaching and professional learning across the school that ensures critical reflection and growth in teacher practice. Equity funding has been assigned strategically to enable this approach.

The improvement initiative areas identified by the school for 2016 were:

- **Building practice excellence – Building a culture across the school of continual improvement, critical reflection and professional growth for all leadership and staff through developing and implementing a professional learning model to improve teacher and leadership practice.**

The revisioned meeting schedule (professional learning focused, with buddy process embedded) had been implemented for a semester. Feedback from staff was incredibly positive, and the exit data collected from each session and the “tracking tool” data demonstrated an increase in teacher knowledge around key elements on the staff-learning continuum. There was also greater use of student learning data to measure impact in staff PDPs, evidence of initiatives and strategies being trialled across the school in individual classrooms and visible staff engagement in learning sessions.

- **Curriculum planning and assessment – Develop a learning environment where every student demonstrates optimal learning growth, experiences success and achieves their potential by implementing the Design for Learning (an evidence based approach to teaching and learning) across the school.**

At the conclusion of 2016, the school has neared the end of the “learning phase” of Design for Learning implementation and there is clear evidence of greater understanding and commitment to this shared pedagogical approach, across the school.

- **Building leadership teams - Build a culture across the school of continual improvement, critical reflection and professional growth for all leadership and staff by developing and implementing a professional learning model to improve teacher and leadership practice.**

By the end of 2016, the Critical Reflection professional learning program for Principal class had been implemented and evaluated and the school leadership team had engaged in a range of challenging learning sessions. The feedback from all Principal class regarding the CR program was highly positive. There has been strong evidence of growing cohesion and alignment in values and vision amongst the leadership team of 30 this year.

- **Empowering students and building school pride – Ensure that all students are empowered to build strong relationships within the school community that develop self-belief, shared responsibility and mutual respect of others by using “Appreciative Inquiry” (a Positive Psychology approach).**

The school has implemented Appreciative Inquiry and the VIA Strengths Survey with staff and leadership. Particularly successful in promoting positive learning conversations with staff and promoting staff engagement, has been the use of AI when collecting feedback. Asking staff to begin evaluation from identifying a situation where things worked well or from a position of strength, rather than highlighting challenges or issues first, has been productive.

- **Setting expectations and promoting inclusion - Ensure all students smoothly transition from Years 7-12, are actively engaged in their learning and develop an achievable and positive pathway on leaving school by developing a transition and pathways program for students moving from Years 9-10 and Years 10-11. Further developing “student voice” to ensure students are “active partners” in their learning with teachers.**

In late 2016, student from Years 7 – 12 attended a Student Leadership Forum in the CBD. The event was extremely productive with all students participating in the “Teach the Teacher” program facilitated by Vic SRC. The students, supported by a team of teachers were then responsible for developing workshops for staff across the school that they will lead on Curriculum Day 2, 2017. The workshops focus on providing effective student feedback to teachers to improve student learning. The quality of the work, the level of commitment and the depth of engagement of these students have been inspirational.

During 2016, the Work Experience Program, the Pathways Opportunities Week initiative and expanding the pilot of parental involvement in course counselling interviews to all Houses were implemented and evaluated. Feedback collected from parents and students was extremely positive and there has been a significant reduction in the number of changes to student course selections, which could be attributed to a more effective and informative pathways/course-



counselling program.

- **Building communities –**

- Further develop the school's engagement with the wider community in order to raise expectations for students and parents, ensure higher aspirations, strengthen commitment to improving student achievement and increase the school's influence amongst cultural groups by defining what it means to engage with the community in an authentic way and develop a plan of action for community engagement for the next 3 years. Establishing a way of measuring and evaluating both the impact of community engagement within the school and the school's level of influence beyond its gates.

The Community Engagement team identified two areas of focus that they will explore and intend to present a set of specific actions and targets to School Council by the end of Semester 1 2017.

Achievement

Dandenong High School is proud of its achievements in student learning. The majority of students are performing at or above expected AusVELS levels in most areas and the school continues to perform very strongly in "like school groups" in English, Maths and Science. Between 2012 and 2016 the percentage of our students in the top two bands for NAPLAN Numeracy was well above similar schools. Our students in Years 7 and Year 9 demonstrated substantial learning growth in our NAPLAN Reading and Writing results from 2012 to 2016. We either met or exceeded all of our AIP targets in numeracy, writing and reading.

In 2016, Dandenong High School further expanded our innovative STEM (Science, Technology, Engineering and Mathematics) program providing an enhanced and enriched Year 10 Robotics course through a partnership with the Vernier's Society that provides our students with the opportunity to develop their skills and knowledge in practical applications. In 2016, the school has continued this work with the introduction of a VCE Systems Engineering course, allowing students to continue study in the STEM area and providing thorough preparation for a university study and career opportunities in this field. Partnerships with local business and industry our provide students with the opportunity to engage with real world applications of robotics and engineering. In December 2015, our students entered the VEX Australian Robotics Championships competing against teams from across Australia and we were awarded first place. Following the success at the Australian Championships, Dandenong High School then went on to participate alongside more than 200 robotics teams for the Asia Pacific Robotics Championships. With their outstanding results at the Australian Championships and Asia Pacific Competitions, Dandenong High School has been invited to attend the 2016 VEX Worlds - VEX Robotics Competition High School Division in Louisville, Kentucky in April of 2016.

In all aspects of our learning program, students at Dandenong High School excel including Media and Film, with our students being finalists again in 2015 and 2016 in the Bayside Film Festival. Our Performing Arts, sporting and co-curricular programs enable students to learn a musical instrument, participate in drama productions, choral performances, dance competitions and reach state level in a range of sports.

The school's VCE results are at the median level for government schools, with 96% of our students satisfactorily completing their VCE, 7 of who achieved an ATAR above 90 and 11 receiving an ATAR above 80. Scholarships of considerable significance were offered to a number of our Year 12 students to study at Melbourne, Monash, RMIT and Deakin Universities. Of the Year 12 students who submitted preferences for tertiary education, 100% received offers. The remaining students have obtained employment and secured apprenticeships. Of our students undertaking the Victorian Certificate of Applied Learning (VCAL), 80% achieved a satisfactory completion result and 87% of our students achieved a VET qualification.

In 2016, Dandenong High School entered its second year in our partnership with the University of Melbourne Network of Schools (UMNOS). Our involvement in this network has included extensive professional engagement with renowned educational experts both nationally and internationally, including Professor John Hattie, Associate Professor Janet Clinton, Professor Stephen Dinham and Professor Lea Waters.



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. The Integration Team Leader and team of Integration Aides support students and conduct regular PSG meetings with parents to 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 AIMES Mentoring Program in partnership with Monash University.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

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 2016, 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 effects 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 2016 the school introduced the concept of Student Agency and established a Student Leadership Forum where 53 students from across Years 7-12 undertook the 'Teach the Teacher' program in partnership with VicSRC, with the intention of facilitating Student-Led Learning Conversations with staff in 2017.

To ensure every individual student is able to achieve one year's learning growth in one year, a consistent approach to teaching and learning across the school is achieved through the Design for Learning model at Dandenong High School. The elements intrinsic to this approach include the systematic use of data to ascertain levels of readiness to learn, in addition to the use of formative and tiered-summative assessment data to determine growth and enable further planning. As a leader in the education of 21st Century learners, we ensure our students understand how to learn through the provision of skills such as critical thinking, resilience, adaptiveness, creativity and entraupenurialship, all provided within a values-driven framework. At Dandenong High School, teachers are the activators of learning, who guide and nurture, and provide the skills and understanding to critically examine, analyse and evaluate the information available to students. By advocating for and supporting our students through their learning, we are educating for the future.

The provision of viable career pathways through the introduction of the Year 10 Robotics subject and the VCE Systems Engineering subject in 2016 in response to industry demand has resulted in the establishment of an academically challenging and highly-sought after STEM program. The expanded one-to-one laptop program through the implementation of the BYOD approach has enabled the introduction of the "Flipped Classroom" to further engage students in their learning and provide opportunities for learning experiences to occur beyond the traditional confines of the classroom.

In order to provide a genuinely personalised learning program that allows all students to explore and identify the most relevant learning and careers pathway, students at Dandenong High School undertake a three-year Senior Studies program, which provides 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 are able to access Unit 1 and 2 VCE subjects and VET Training Programs at the DREAM Centre at Chisholm TAFE. The Year 10 Program ensures our students are able to make informed pathway choices, supported through a personalised Careers Counseling process, which empowers all students to achieve success.



Wellbeing

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 a "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 2016, 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. In 2016 a Year 8 Student-led Conference pilot was developed, which was highly successful and rewarding for both the students, teachers and parents involved. The intention is to expand this across the year level in 2017.

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, RMIT and Deakin Universities which are all focused on building student aspiration for university study. The school has an excellent Work Experience Program, opportunities for students to attend work placement and be involved in Work Inspiration experiences that provide mentoring programs supported by large and significant corporations including the National Australia Bank, Australian Pharmaceuticals Industries and the legal firm Norton Rose Fulbright.

At Dandenong High School, a strong Wellbeing Team, consisting of the Wellbeing Leader and three Wellbeing Officers, a school nurse and four Guidance Officers, supports our students and staff. The Wellbeing Team provides a range of extensive support across the school through the provision of proactive Wellbeing Programs, including Girls on the Go, Supportive Friends, Martial Arts Therapy (MAT), the Anti-Bullying program and No Gaps. Furthermore, the Wellbeing Team are pivotal in embedding local, state and Federal Government initiatives within the school such as Healthy Together, the e-Smart program and in partnership with the City of Greater Dandenong are piloting the REAL Program. The role of the Wellbeing Team includes one-to-one clinical counselling and House Liaison support, which informs the referral system of students across the school and ensures any student requiring wellbeing assistance is identified and properly supported. A further unique element of Wellbeing at Dandenong High School is the whole school wellbeing responsibility allocated to each member of the team and includes International Students, Transition (Grade 6 students into Year 7 and refugee students across the school), Wellbeing Programs and Programs in the Curriculum.

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 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 1816 students were enrolled at this school in 2016, 896 female and 920 male. There were 73% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</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>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</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>● Lower</p> <p>● Similar</p> <p>● Similar</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>45%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>52%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>52%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>46%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>45%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	45%	23%	Numeracy	22%	52%	26%	Writing	34%	52%	14%	Spelling	33%	46%	21%	Grammar and Punctuation	31%	45%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	32%	45%	23%																							
Numeracy	22%	52%	26%																							
Writing	34%	52%	14%																							
Spelling	33%	46%	21%																							
Grammar and Punctuation	31%	45%	24%																							
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>56%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>54%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>53%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>48%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>49%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	56%	16%	Numeracy	19%	54%	27%	Writing	25%	53%	22%	Spelling	24%	48%	28%	Grammar and Punctuation	32%	49%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	28%	56%	16%																							
Numeracy	19%	54%	27%																							
Writing	25%	53%	22%																							
Spelling	24%	48%	28%																							
Grammar and Punctuation	32%	49%	19%																							
<p>Victorian Certificate of Education (VCE)</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Lower</p> <p>● Lower</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 96% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 32% VET units of competence satisfactorily completed in 2016: 87% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 80%</p>																										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:
 Result for this school: ● Median of all Victorian government secondary year levels: ◆

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>90 %</td> <td>89 %</td> <td>88 %</td> <td>86 %</td> <td>88 %</td> <td>89 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	89 %	88 %	86 %	88 %	89 %	<p style="text-align: center;"> ● Lower ● Lower </p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	89 %	88 %	86 %	88 %	89 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;"> ● Similar ● Similar </p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p style="text-align: center;"> ● Similar ● Similar </p>												



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

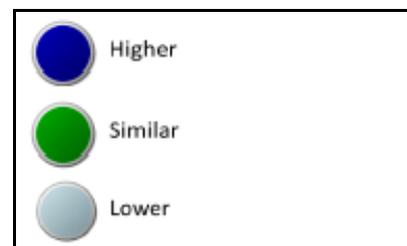
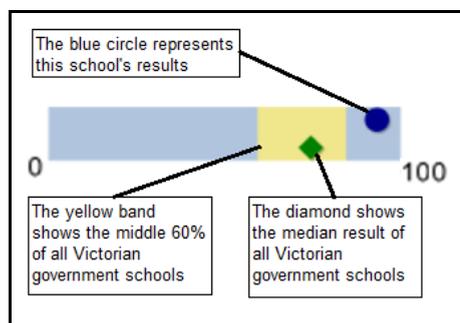
What are student outcomes?

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, P-12 and specialist schools, 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.

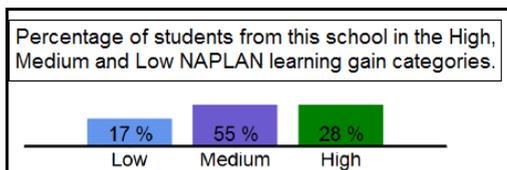
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



Additionally, NAPLAN learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 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* 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.

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 and position commentary

In 2016 Dandenong High School made strategic use of funding to ensure student learning outcomes are maximised through; the provision of a specialist EAL teacher within every Year 7-9 English/Humanities team, the establishment of a Literacy and Numeracy Team to provide targeted professional learning to teachers across the school and implement specialized learning programs for specific cohorts. The school also assigned equity funding to facilitate student leadership and student agency opportunities and provide selected students with specialized learning experiences outside the school. Significant funding was also allocated to promote staff learning and growth and build teacher practice through professional learning opportunities, time release and the Leadership Coaching program. The school also employed a Leadership and Community consultant to support the development of key improvement initiatives. Due to the development of the Strategic Plan and AIP in Semester 1 and the scope and impact of improvement initiatives, not all equity funding was allocated in 2016 but will be used to embed these initiatives in the following year.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Financial Position as at 31 December, 2016

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$19,476,193	High Yield Investment Account	\$1,961,689
Government Provided DET Grants	\$4,897,664	Official Account	\$21,335
Government Grants Commonwealth	\$60,862	Other Accounts	\$732,665
Government Grants State	\$4,914	Total Funds Available	\$2,715,688
Revenue Other	\$215,841		
Locally Raised Funds	\$546,669		
Total Operating Revenue	\$25,202,143		
Expenditure		Financial Commitments	
Student Resource Package	\$19,111,771	Operating Reserve	\$604,629
Books & Publications	\$19,223	Asset/Equipment Replacement < 12 months	\$380,000
Communication Costs	\$77,281	Capital - Buildings/Grounds incl SMS<12 months	\$250,000
Consumables	\$579,918	Maintenance - Buildings/Grounds incl SMS<12 months	\$120,000
Miscellaneous Expense	\$1,078,757	Revenue Received in Advance	\$387,231
Professional Development	\$115,457	School Based Programs	\$841,412
Property and Equipment Services	\$1,294,131	School/Network/Cluster Coordination	\$115,024
Salaries & Allowances	\$437,508	Provision Accounts	\$7,442
Trading & Fundraising	\$99,078	Other recurrent expenditure	\$9,949
Travel & Subsistence	\$69,840	Total Financial Commitments	\$2,715,688
Utilities	\$198,435		
Total Operating Expenditure	\$23,081,400		
Net Operating Surplus/-Deficit	\$2,120,743		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.