

2017 Annual Report to the School Community



School Name: Dandenong High School

School Number: 8858

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





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 1750 students. The school is highly multicultural with 62 nationalities and 82 different language groups represented and 89% of students speak a language other than English at home. Dandenong High School employs 170 teaching staff and 60 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.

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. Our facilities also include specialist spaces such as the Melaleuca Performing Arts and Sporting complex and the Senior Science Wing which incorporates purposefully designed Chemistry, Physics and Biology labs that provide opportunities for students to collaborate and investigate real world scientific questions.

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. Our innovative STEM program includes a Year 9 elective, the Year 10 Robotics course and VCE Systems Engineering, providing extensive pathways opportunities into university and highly-sought after careers. Our Wellbeing Team consists of the Wellbeing Team Leader and four Wellbeing Officers, a school nurse and three Guidance Officers. This team supports staff and students and work in a liaison role within the Houses. They also deliver extensive peer mentor and Wellbeing Programs throughout the year for a range of student groups dependent on need. Student leadership, voice and agency 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. Our Student Agency Team have responsibility for shaping the strategic direction of the school.

The structure of the school is 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. Each House is vertically structured with students at 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 to allow groups of students to learn with a team of teachers for the core subject areas, including English/Humanities, Maths/Science, Health/PE and LOTE. Each Teaching Team plan, teach and assess collaboratively. There is a focus on project-based learning 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 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 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 applied learning opportunities. 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. 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. The provision of a weekly Homework Club, supported by tutors from Monash University, operates in the Jacaranda Centre and provides 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.

Framework for Improving Student Outcomes (FISO)

Building practice excellence

Build a culture across the school of continual improvement, critical reflection and professional growth for all leadership and staff by:

Further developing and implementing an evidence based, targeted and personalised professional learning model to improve teacher and leadership practice.

All aspects of this improvement initiative have been implemented successfully. Principal Class sessions have been instrumental not only in building collective efficacy and strengthening communication within the Principal team, but by beginning to transform the role of House Leader into that of "Instructional leader" that reflects that of a Principal in a small school. In 2017 the Critical Reflection program has been extended to include all members of the leadership team. This included professional leadership coaching for leading teachers and ES managers and CR sessions with a school-based mentor. The CRT has completed a year of research, school visits and investigation into developing a Dandenong High School approach to observation of practice. They have now developed a model and a set of protocols that they will pilot in Term 4 and early 2018.

Curriculum planning and assessment

Develop a learning environment where every student demonstrates optimal learning growth, experiences success and achieves their potential by:

Implementing the first phase of the Design for Learning (an evidence-based approach to teaching and learning) across the school.

Further embedding a whole school approach to improving Literacy and Numeracy outcomes.

As a UMNOS 15 partnership school, implementing the next stage of the focus group Action Plan.

Continuing to build the data literacy of staff across the school.

The school has successfully completed its first Semester of implementation of the Design for Learning. All teachers have designed at least one learning sequence and taught and evaluated two others. While this work has been challenging for many staff, the overall level of commitment across learning areas is strong and most staff are positive about the new approach. Refinement of the Learning Sequences is well underway for 2018. The focus of the Professional Learning day in Term 4 was on creating a high performing PLT (introducing the move in 2018 to Professional Learning Communities) and the development of powerful assessment rubrics that don't just assess individual assessment tasks but clearly display progression and growth in a student's learning. The feedback from both days was extremely positive. The further development of the PLT structure into high performing professional practice teams and targeted professional development for PLC leaders, will be work for 2018.

Empowering students and building school pride

Ensure all students smoothly transition from Years 7-12, are empowered to actively engage 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.

Ensuring a positive learning community in each House which promotes the building of respectful relationships between staff and students.

In Semester 2 the influence of the SAT team has grown significantly. The second teacher led conversation in Term 3, which focused on effective teaching strategies, was again incredibly positive and evidence from both teachers and student across the school reflects a change in practice by some staff and a broadening of thinking in others. The school has also been instrumental in the development of the Network Student Agency Community of Practice and hosted a Student Agency Forum in Term 4, where our SAT team facilitated the Teach the Teacher program for students from 12



local Primary Schools. There is clear evidence across the school of increased value of student leadership and agency by our community.

Other Improvement Model Dimensions:

Building communities

Further develop the school's engagement with the wider community 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:

Implementing the first phase of the Community Engagement Action Plan.

Developing and implementing a whole school and community approach to reducing student absence.

House Leaders have all presented the results of their attendance project, including customised data sets and a school designed attendance tracking tool, to the Principal Class team and will share their findings to the School Leadership group by the end of Term 4. By the end of the year, a group of "Short Term", immediate strategies will be identified, ready to be implemented, Day 1 2018. A team will then be established, including students, to define what an effective attendance strategy looks like and determine longer term approaches that will change community perception and reshape thinking. The plan will be for the Student Agency team to lead some of this work and facilitate student lead conversations with teachers and their parents regarding the links between attendance and learning and the importance of coming to school.

Achievement

Dandenong High School is proud of its achievements in student learning. The majority of students are performing at or above expected Victorian Curriculum levels in most areas and the school continues to perform very strongly in "like school groups" in English, Maths and Science. Between 2012 and 2017 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 2017. We either met or exceeded all of our AIP targets in numeracy, writing and reading.

2017 has once again been a year of remarkable student success with many reaching the highest level in sport, visual art and design, performing arts and academic achievement. This includes a student competing for Australia in the Junior World Judo Championships; another being awarded the State Champion in the Girls Under 15 Javelin; our Senior Boys Soccer team were crowned the State Champions and our Robotics Team qualified again for the VEX National Championships in December. We have seen a significant increase and growing impact of student voice and agency within our school community. The introduction of the 'Teach the Teacher' program by the Student Agency Team has been instrumental in building stronger and more positive relationships between students and teachers across the school. The 'Student Voice Conference', which was hosted by our Student Agency Team, saw Grade 4, 5 and 6 students from 11 different primary schools come together to learn how to affect positive change in their school communities.

The school's VCE results are at the median level for government schools, with 96% of our students satisfactorily completing their VCE, 2 of who achieved an ATAR above 90 and 12 receiving an ATAR above 80. Scholarships of considerable significance were offered to a number of our Year 12 students to study at, Monash, RMIT and Deakin Universities. Of the Year 12 students who submitted preferences for tertiary education, 100% received offers. Most of the remaining students have obtained employment and secured apprenticeships. Of our students undertaking the Victorian Certificate of Applied Learning (VCAL), 72% achieved a satisfactory completion result and 71% of our students achieved a VET qualification.

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 Effort, High Expectations for Success and Differentiated Learning Challenge. In 2017, the data showed significant improvement in the area of Student Voice and Agency, Sense of Confidence and Resilience.

To ensure every individual student is able to achieve at least 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 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 entrepreneurialship, 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.

Dandenong High School continues to prioritise student attendance as demonstrated in the 2017 data, with an average of 89% attendance. Through the development and implementation of a whole school approach to improving student attendance across the school in 2017, our aim is to achieve at least 90% attendance for all students.

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.

Wellbeing

In Years 7-12 all students have an Individual Learning Plan and meet fortnightly 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 2017, a Year 8 Student-led Conference pilot was developed, which was highly successful and rewarding for both the students, teachers and parents involved. In 2018, the Student-Led Conferences will be expanded to include all students and their families in Years 7 and 8.

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, Federation 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, Price Waterhouse Coopers and KPMG. Our close partnerships with the Australian Business Community Network (ABCN) and The Skyline Foundation provide our students with scholarships and bursaries during their time at our school and throughout university.

At Dandenong High School, a strong Wellbeing Team, consisting of the Wellbeing Leader and four 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 Respectful Relationships, 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. The school provides a Breakfast Club each Friday morning to ensure the nutritional and wellbeing needs of our students are met.

For more detailed information regarding our school please visit our website at
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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 1755 students were enrolled at this school in 2017, 890 female and 865 male.</p> <p>74 percent were EAL (English as an Additional Language) students and 1 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>● Higher</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

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> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>28%</td> <td>53%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>43%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>50%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>45%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>45%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	53%	19%	Numeracy	28%	43%	29%	Writing	28%	50%	22%	Spelling	27%	45%	28%	Grammar and Punctuation	29%	45%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="width: 20px; height: 20px; border: 1px solid gray; border-radius: 50%; background-color: #c0e0e0; margin-right: 5px;"></div> Lower </div> <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; border: 1px solid gray; border-radius: 50%; background-color: #c0e0e0; margin-right: 5px;"></div> Lower </div> </div>																								
<p>Students in 2017 who satisfactorily completed their VCE: 94% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 31% VET units of competence satisfactorily completed in 2017: 71% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 59%</p>																										



Performance Summary

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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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>92 %</td> <td>88 %</td> <td>87 %</td> <td>88 %</td> <td>89 %</td> <td>90 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	88 %	87 %	88 %	89 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>○ Lower</p> <p>○ Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	88 %	87 %	88 %	89 %	90 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>												
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p>○ Lower</p> <p>● Similar</p>												



Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

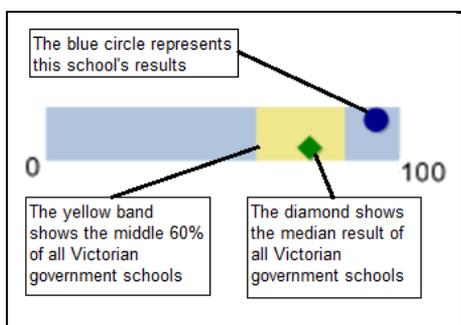
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

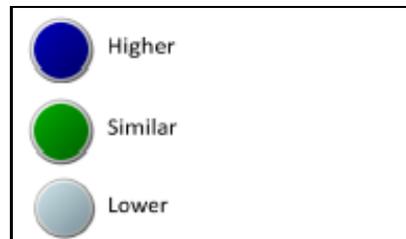


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

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

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

In 2017, Dandenong High School made strategic use of funding to maximise student learning outcomes and build teaching and leadership capacity through; the provision of specialist EAL teachers with to Year 7-9 English/Humanities Teams; the staffing of targeted EAL and intervention programs; the expansion of Year 10 Connect to support students transitioning from NEPLS and the appointment of leadership and special responsibility positions to improve literacy across the school; targeted professional learning to improve the consistency of high quality teaching practice; the release of teachers to develop, implement and evaluate learning sequences that personalise learning for students and a professional learning program for school leaders, including individual coaching, to further develop leadership practice at the school. In 2017, the school continued to participate in University of Melbourne Network of Schools and employed a leading teacher to build the schools evaluative capacity and staff data literacy.

The funding of student leadership and student agency opportunities, enabled students to be active participants in the development a positive learning culture at the school and strengthened the influence of student voice. Consultants were engaged to review the school's timetable structure and a timetable in residence was employed to ensure optimal pathways opportunities for senior students. Funding was also provided to further target support for students through the addition of staff to the Well Being and Careers teams, as well employing increased learning support and language aides to maximise intervention programs across the school.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$19,778,867	High Yield Investment Account	\$1,860,569
Government Provided DET Grants	\$4,363,788	Official Account	\$145,414
Government Grants Commonwealth	\$59,305	Other Accounts	\$1,500,000
Government Grants State	\$3,565	Total Funds Available	\$3,505,984
Revenue Other	\$248,865		
Locally Raised Funds	\$516,349		
Total Operating Revenue	\$24,970,739		
Equity¹			
Equity (Social Disadvantage)	\$4,425,109		
Equity (Catch Up)	\$276,795		
Equity Total	\$4,701,904		
Expenditure		Financial Commitments	
Student Resource Package ²	\$19,440,133	Operating Reserve	\$675,702
Books & Publications	\$20,989	Asset/Equipment Replacement < 12 months	\$433,571
Communication Costs	\$93,441	Capital - Buildings/Grounds incl SMS<12 months	\$859,000
Consumables	\$549,544	Revenue Received in Advance	\$459,477
Miscellaneous Expense ³	\$1,197,953	School Based Programs	\$796,228
Professional Development	\$109,669	School/Network/Cluster Coordination	\$92,400
Property and Equipment Services	\$1,550,927	Provision Accounts	\$9,536
Salaries & Allowances ⁴	\$517,411	Other recurrent expenditure	\$180,070
Trading & Fundraising	\$87,385	Total Financial Commitments	\$3,505,984
Travel & Subsistence	\$16,359		
Utilities	\$219,912		
Total Operating Expenditure	\$23,803,724		
Net Operating Surplus/-Deficit	\$1,167,014		



Asset Acquisitions

\$86,956

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.