

2020 Annual Report to The School Community



School Name: Dandenong High School (8858)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 26 April 2021 at 11:56 AM by Susan Ogden (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 April 2021 at 05:23 PM by Alan Collier (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 1620 students. The school is highly multicultural with 62 nationalities and 80 different language groups represented and 89% of students speak a language other than English at home. Dandenong High School employs 135 teaching staff and 55 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 purposeful 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 and the Senior Visual Arts and Media space. To provide a rich and deeply immersive learning environment, our interim STEM Centre contains purposeful and adaptive spaces including a specialised Engineering space, Workshop and Test Arena. The stunningly refurbished Learning Resource Centre fosters a reading culture across the school and provides an environment in which students have access to a broad array of learning resources.

Stage 5 of the rebuild of Dandenong High School is well underway, following the appointment of Kerstin Thompson Architects. This long-awaited stage involves the completion of all learning spaces, wholly contained on the one site, and the demolition of the very-aged former Cleeland Secondary College buildings, to make way for the creation of various sporting fields. This part of the redesign includes industry standard Food Technology Kitchens, a large dining Cafeteria, outdoor eating terrace and the Design Centre, where students will embark on innovative and future-focused STEM learning. In the final week of 2020, the construction tender process was completed, with the project being awarded to DEVCO Construction. Building is expected to commence in March of 2021.

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 STEM program includes a core subject in Year 7 and 8, a year-long elective in Year 9, Year 10 STEM Innovators, Robotics and IT, and a variety of pathway options in the senior years including Computing Science, IT, Systems Engineering and Software Development, 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 four 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 Leaders 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. Each House is vertically structured with students at each year level from Year 7 through to Year 12. 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. 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, VET and VCAL. 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. 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 and French and through the strong links we have fostered with our Japanese-sister school, can experience extensive cultural and language immersion.

Significant resources have been placed into programs across the school to further improve student outcomes including the project-based learning model designed to foster essential 21st Century skills and 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. The Middle Years Literacy and Numeracy Strategy (MYLNS) provides identified students with one-on-one tutoring to ensure they meet the national standard in Literacy and Numeracy skills before graduating. 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.

The school employs seven Learning Specialists who are expert practitioners in their specialism, including Literacy, Numeracy, STEM and Transition EAL. The Learning Specialists provide targeted professional learning within the classroom to every teacher and one-on-one feedback based on observations during Learning Walks. The Learning Specialists support teachers in acc

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. During 2020 with the necessity to move to Remote Learning, the school provided every student with a laptop and where required, provided families with internet access to support their learning and connection to school. Our teachers are increasingly adept users and creators of technology, with the 'Flipped' or 'Blended Classroom' approach used by most. This allows students to self-pace their learning when at home, provides rich extension and challenge and builds independent learners, a critical skill for life-long success beyond school.

Framework for Improving Student Outcomes (FISO)

Build consistency in high-quality teaching practice -

Increase the consistency of high-quality teaching practice across the school by:

- Further embedding the Design for Learning to ensure a viable curriculum and consistent “high quality” teaching practice across the school.
- Expanding the school’s Professional Learning suite to include a focus on both general and content pedagogy for all teachers.

In 2020, all Learning Sequences were refined and adapted and are available to teachers on Rubicon Atlas. In Term 4, due to the disruption of remote learning, all Learning Sequences were adapted to accommodate a four-week unit of work that targeted key literacy and numeracy skills.

We implemented a whole school approach to Moderation. Senior teachers implemented the Moderation process throughout the year, while junior teachers were introduced to Moderation in Term 4. All staff moderated pieces of student learning and explored the impact of this on the way they assessed. This shared focus and collaborative

assessment practice was responsible for building greater trust amongst colleagues and deepening individual teacher understanding regarding the importance of assessment and feedback.

All teachers accessed and utilised a range of evidence to identify where each learner is at and differentiate their practice accordingly. This was a strong Term 4 focus (extensive literacy and numeracy testing was conducted across all year levels before returning from Remote Learning at the end of Term 3) and will continue in 2021. Teachers were re-introduced to the Data Dashboard through a series of professional learning sessions led by their Assistant House Leader and through personalised conversations by the Professional Practice Partnership in their House. As a result, the traffic on the Data Dashboard increased dramatically.

There is clear evidence of greater clarity amongst staff across the school in terms of whole school priorities and what excellent practice looks like in the classroom. This is supported by staff reflections and feedback in Term 2 and 3 and Leadership observations from Learning Walks, both online and onsite in Term 4. This is also supported by an increase in the following practice improvement module trend analysis items, in the 2020 Staff Opinion Survey:

- Interest in Improving Practice, 74.18% - 79.3%
- Understand Contribution to School Improvement, 68.72% - 71.73%
- Seek feedback to Improve Practice, 60.77% - 67.20%

While the school has always been highly regarded by our parent community, during 2020 our Parent Opinion Survey data significantly increased in every module. A greater number of parents responded to the survey, indicative of our new approach to understanding how to better engage our families. The adaptive way in which teachers engaged students in Remote Learning and were able to respond to individual student need was recognised across the parent community. This was evidenced by:

- Parent Engagement, 68% – 81%
- Connection and Progression – 83% - 89%
- Safety – 81% - 89%
- School Ethos and Environment – 78% - 87%
- Student Cognitive Engagement – 76% - 83%
- Student Engagement – 78% - 88%

We are incredibly proud that in every element, the positive endorsement of the school was well above similar schools and significantly above the state.

Improve student transition in, through and out of the school community –

Improve student transition into, through and out of the school community through:

- Continuing to implement and further develop a strategic approach to Senior Studies improvement
- Developing a whole-school approach to Positive Education.

Due to the impact of the pandemic, the school improvement partnership and Senior Studies Improvement Strategy was reduced in scope. We refined our focus to three key areas below, all of which have been achieved:

- Alignment and restructuring of the Senior School program for 2021 to provide time within the school program to practice the learning and complete the work.
- Development of the Learning Excellence Program, which will supplement the students subject learning and provide many of the key skills the learner needs to be successful. This will be introduced in 2021.
- A focus on VCE Moderation and Ranking. All VCE teachers were provided with Professional Learning to introduce them to the Statistical Moderation and cohort ranking; all VCE assessments in every Study was double marked and moderated; we implemented a comprehensive Consideration of Educational Disadvantage process to mitigate the negative impact of learning disruption on student assessment.

The impact of this work has been significant across the school and has contributed to the increase in both positive endorsement in School Climate data and student attendance (In 2020, the average student absence days decreased from 20.08 to 14.88 and the percentage of students below 85% attendance reduced from 29% to 20.8%). Despite the challenges of the pandemic, teachers and students have demonstrated stronger self-efficacy and belief that they can improve. There has been an increase in the number of practice exams and practice SACs during Semester 2 in all

Studies and attendance at Smart Start in Term 4, remained at over 90% for the entirety of the program, which has never happened before.

Achievement

Dandenong High School is proud of its achievements in student learning. Our targeted approach to building practice excellence across the school is having a significant positive impact on student achievement data. Many of the targets we set for the year in our AIP have been met or exceeded. Due to NAPLAN not being undertaken in 2020, all students were instead tested using the ACER Suite, including PAT Reading and PAT Maths. Many students demonstrated an increase in learning growth in both tests, particularly in Reading. 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" and against the State average in English and Maths.

2020 has also been a year of remarkable individual student success with many reaching the highest level in academic and co-curricular pursuits. In August a team of our Year 10 STEM students competed in the finals of the Young Change Makers Corona Virus Challenge, coming second in the state. Working with mentors from Swinburne KIOSC, Telstra and Young Change Makers, our students were able to develop 'Hax and Tipz', an education social platform aimed at junior students. The team were then selected to represent the region and asked to present at the National Vantage Conference at hosted by Telstra in October.

Students in our Year 9 STEM competed in the 'Bees with Backpacks' STEM challenge, facilitated by the CSIRO and the Tech Schools. In this competition, students had to address the global issue of the decline in bee populations. Students designed a device that protected bees from high winds. Our students came second in the State final, a remarkable achievement.

Ten Year 10 students received Skyline Foundation bursaries, a significant honour for the school and an incredible opportunity for each of them. One student was named a Kwong Lee Dow scholar by Melbourne University and another was nominated for the Melbourne University Principal's scholarship for his academic achievements. During the period of Remote Learning, our Year 12 Student Leaders demonstrated immense passion, creativity and maturity in ensuring all students remained connected to school and to one another. They created videos to share messages of positivity and met with each House group online to foster strong connection. These young people demonstrated remarkable leadership throughout the year.

The school's VCE results are steadily improving with 97% of our students satisfactorily completing their VCE, seven of who achieved an ATAR above 90 and 9 receiving an ATAR above 80. Our Dux, Abdul Basit Ahmad, received an ATAR of 97.15. Abdul was featured in 'The Age' Newspaper due to his extraordinary achievements in his Year 12 studies, including being placed on the Premiers Honour Roll for his near-perfect scores in Specialist Maths and Physics. Abdul and his family, refugees from Pakistan, only arrived in Australia two and a half years ago, which demonstrates his incredible resilience and focus on excellence in learning. Abdul received significant donations from across the country, as many people wanted to support him in further study at university. Abdul was offered a full scholarship and a bursary to cover his living away expenses from the University of Melbourne, where he is studying Astrophysics.

A number of our Year 12 students achieved significant success in various VCE Studies, receiving Study Scores above 40 in Physics, Specialist Maths, Japanese, EAL, Legal Studies, Psychology, Studio Arts, Biology, Accounting, Further Maths, Sport and Recreation and Health and Human Development. 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, 97% received offers, the remaining students have obtained employment and secured apprenticeships. Of our students undertaking the Victorian Certificate of Applied Learning (VCAL), 99% achieved a satisfactory completion result and 39% of our students achieved a VET qualification. We are incredibly proud of our senior studies results.

Engagement

The House structure at Dandenong High School is one of our greatest enablers in creating strong connection and engagement to school. Every student is recognised for their unique contribution; is known both as a person and learner; and whatever their learning or wellbeing needs may be, are fully supported by the school, in partnership with

their family. While 2020 provided many challenges, it was a year that really demonstrated the success of our structure and why Dandenong High School is such an exceptional learning community.

The Student Engagement Coordinators were fundamental in ensuring we supported and maintained connection with students and their families during Remote Learning. In Terms 2 and 3 they completed fortnightly check-ins as well as mentoring the Year 12 students in their House. They developed wellbeing and engagement strategies to embed online lessons and supported teachers in their implementation. They used a Positive Education approach, to capture and celebrate student progress and success. This approach was extremely successful with positive feedback received from staff, students and parents. Student attendance and engagement during remote learning remained consistently high.

On return to school in Term 4, the Student Engagement Coordinators developed a re-engagement and transition program that was targeted to meet the needs and experiences of each year level. This was also extremely successful with the majority of students returning to onsite learning. Despite the challenges and disruption this year, observations highlight students at all year levels are positive, focused and engaged in their learning until the end of term. In 2020, the average student absence days decreased from 20.08 to 14.88 and the percentage of students below 85% attendance reduced from 29% to 20.8%.

Our ongoing focus on increasing parent involvement in the school reached a new and unexpected level of success in 2020, as the challenges that the pandemic provided required us to adapt and do things differently. Rather than continue to encourage families to come to the school, we instead went 'to them', contacting our parents on a weekly basis through phone calls and through regular emails. We used the same approach for our Parent/Teacher Interviews, scheduling phone calls with subject teachers, students and parents. Interestingly, we achieved the highest rate of parent involvement in over a decade. The realisation that parent engagement needed to look somewhat different in our community was significant. Rather than ask our families to come to us, we sought out and were welcomed into their homes. In 2021, we will continue with a blended approach to Parent/Teacher Interviews, offering online, phone or onsite meetings with teachers.

Student attendance continued to improve across the school with the average number of days absent now sitting at 15, which puts us well below similar schools and the State average. The targets set have been exceeded and there is genuine valuing among students and their families of the importance of prioritising school. The number of students below 30 days has decreased and those achieving 100% attendance increased significantly. Through the continued implementation of a whole school approach to improving student attendance across the school and the work of the Wellbeing Team and Student Engagement Coordinators, we again achieved our aim of an average attendance of 90% for all students. This is even more impressive, considering we achieved this during Remote Learning.

House Administration Officers are located in each of the 7 Houses, each of whom 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.

We have seen a significant increase and growing impact of student voice and agency within our school community by involving students in the shaping of the strategic direction of the school. The Student Leaders are involved in shaping the strategic direction of the school, have been voting members on School Council for the past four years and are active contributors in the school improvement cycle and support the School Improvement Team in the monitoring and evaluation process. In 2019 the Student Agency Team was responsible for designing a Student to Teacher Feedback model to provide feedback to teachers regarding the impact of their teaching, which was to be introduced across the school in early 2020, however due to the pandemic, this will be implemented in Semester 2 of 2021.

Wellbeing

At Dandenong High School, a strong Wellbeing Team, consisting of the Wellbeing Leader, four Wellbeing Officers, a school nurse and four a speech Pathologist, supports our students and staff. We have a Doctor-in School who is available for medical consultations with students and their families. 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 on Tuesday mornings to ensure the nutritional and wellbeing needs of our students are met.

In 2020, due to limitations around school tours and transition events for Grade 6 students, the school created new ways to establish connections with and foster partnerships with our new families. Every student enrolled in Year 7 for 2021 was contacted and welcome conversations were had with their families. The school hosted online webinars and orientation events, giving families a genuine understanding of our school community. These events were well attended and the feedback from the primary schools was that our new families were very appreciative of the personalised approach we had undertaken.

Our whole-school approach to Positive Education, which builds on the strengths of each individual student to ensure they flourish in their learning and as a person, continued to expand in 2020. The twenty staff who completed the Certificate in Positive Education through the University of Melbourne were involved in the re-visioning of Year 10-12 Learning Tutor, as part of the Learning Excellence Program, with the intention to encourage greater student engagement and promote student agency. The team of 14 Student Engagement Coordinators worked with families and teachers to further embed a whole-school approach to Positive Education, which became more critical than ever due to the challenges that the year produced.

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 Years 7-9, students and their families take part in Student-Led Conferences, a highly valuable opportunity for students, teachers and parents to celebrate learning and achievement.

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. In 2020, three Asylum Seeker students received a full scholarship from Monash University, which covers all course fees plus provides an annual bursary. These students would have been unable to access any further study without this help.

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. In 2020, ten students were awarded scholarships through Skyline.

Financial performance and position

In 2020, Dandenong High School made strategic use of funding to maximise student learning outcomes and build teaching and leadership capacity. The traditional classroom sense of learning encountered significant barriers due to the extended periods of lockdown and Remote Learning, therefore the school had to adapt to the use of technology and online platforms to maintain student engagement, wellbeing and learning throughout Terms 2 and 3 and the associated impacts in returning to onsite learning.

The school invested in devices, internet dongles and services to facilitate online learning for staff and students. Laptops were provided to all students to ensure they could remain connected with their learning. Students with practical elements to their learning such as Arts, Media and PE were provided with home delivered resources to ensure continuity in practical skills. When students returned onsite in Term 4, technology and practical classes focused on utilising the learning from remote learning and relied on significant resource allocations.

Funding was provided to a range of curriculum areas to ensure staff and students had access to learning materials that enhanced learning outcomes. This included updating the library collection to ensure a contemporary selection of books; technology resources to support the development of the STEM program to provide students with practical applications of learning; and the development of Student Learning Experiences.

Equity funding was also allocated to provide targeted professional learning to teachers to improve the consistency of high-quality teaching practice and a professional learning program for school leaders was delivered, which included an individual coaching and mentoring program to ensure leadership excellence. Staff were supported through targeted professional learning and utilised experts in order to engage students with online learning. Funding was utilised to provide targeted support and additional staffing to Transition EAL classes, the Year 9 EAL class, Accelerated and Enhanced Learning Program and the VCAL program.

The school re-visioned the role of the Student Engagement Coordinators, providing additional time and staff to support the connection with families and students. This decision, fortuitous in timing, was pivotal in reconnecting disengaged students with their learning, checking on the learning and wellbeing progress of our students and identifying where supports were needed for our families.

The school has utilised MYLNS funding to support students working below National Minimum Standard in NAPLAN results. Students are engaging in targeted small group and individual sessions throughout the year to address learning gaps. To support the work of these Literacy Intervention Initiatives the school engaged the services of a Leading Teacher (Interventions) as well as Literacy Experts to develop the leadership and teaching capability of staff to meet the individual needs of our students.

The school has made a school contribution to the Stage 5 Building Works to ensure the facilities and resources provide our students with state of art spaces that enhance learning outcomes. Staff, students and parents have been active contributors to the design of the building through the design and consultation processes.

The school has engaged a Marketing agency to support the communication with our families and the work of the Transition Team. This is important work to support our engagement with our families and the wider community.

The funding of student leadership and student agency opportunities enabled students to be active participants in the development of a positive learning culture and strengthened the influence of student voice. The school utilised Equity Funding to develop a film version of the School Production, which was impacted due to Remote Learning. This opportunity provided students with the ability to perform the production and was an important initiative that supported the connection of students and staff during lengthy lockdown periods.

Consultants were engaged to review the school's timetable structure and a "Timetabler in Residence" was employed to ensure optimal pathways opportunities for senior students.

Funding was provided to further target support for students through the addition of staff to the Wellbeing and Careers teams, as well employing increased learning support to maximise intervention programs across the school.

An Enrolment Officer has been appointed to support with targeted attendance strategies to ensure high-level attendance is maintained across each year level. The Enrolment Officer oversees the welcoming of new families to the school, supports the induction of newly enrolled students and the transition process to ensure a successful start to their schooling.

Additional staffing has been provided to the Finance Team to strategically plan, monitor and evaluate the spending of Equity Funding on targeted initiatives in line with the school's AIP. The Finance Team meets regularly with the Domain Leaders to plan for and track the ongoing spending of finances and to ensure they are impacting on student learning outcomes.

Due to the impact of Remote Learning and the inability to undertake all proposed targeted initiatives, the school has

carried a surplus forward to 2021. This will be spent on specific initiatives linked to improving student learning outcomes identified in the 2021 AIP.

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

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1611 students were enrolled at this school in 2020, 786 female and 825 male.

79 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

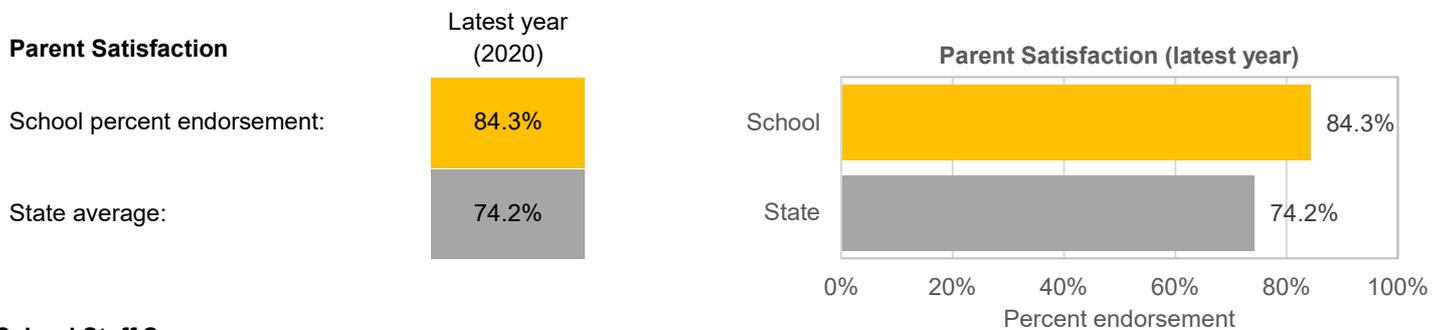
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

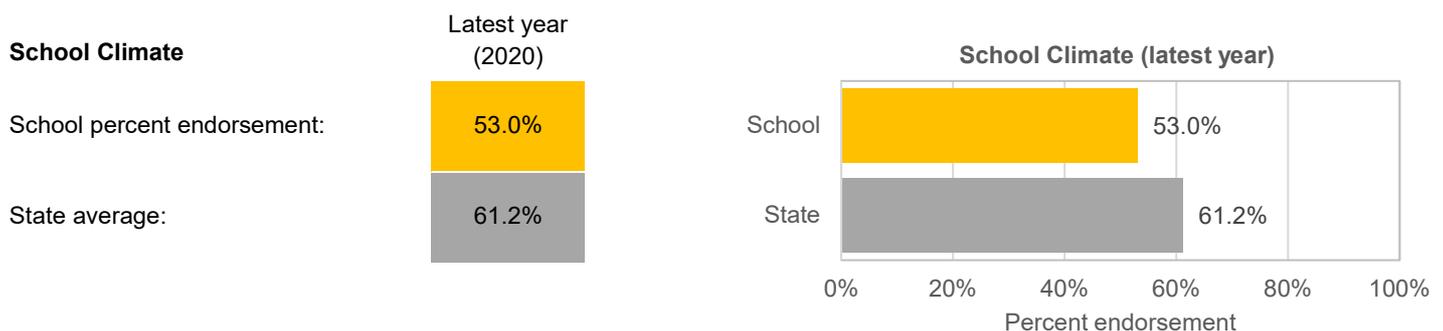


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

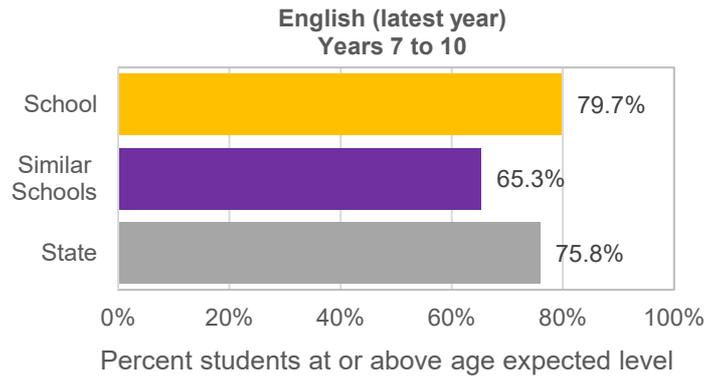
79.7%

Similar Schools average:

65.3%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

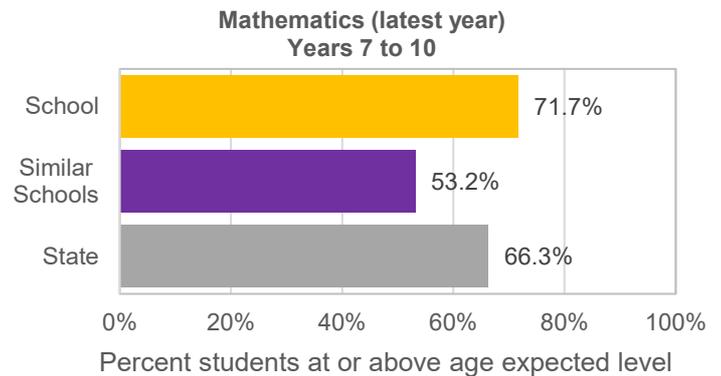
71.7%

Similar Schools average:

53.2%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

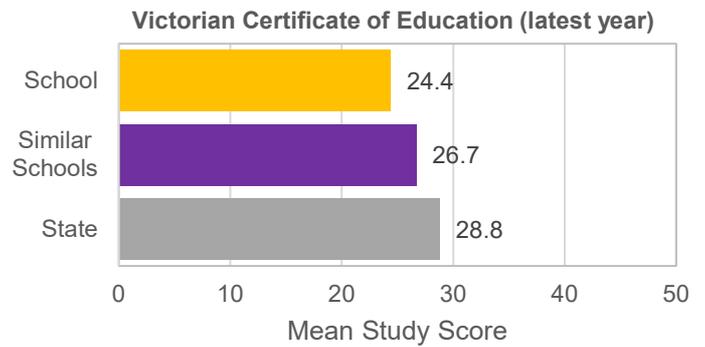
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	24.4	24.0
Similar Schools average:	26.7	26.7
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

97%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

39%

VET units of competence satisfactorily completed in 2020:

71%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

99%

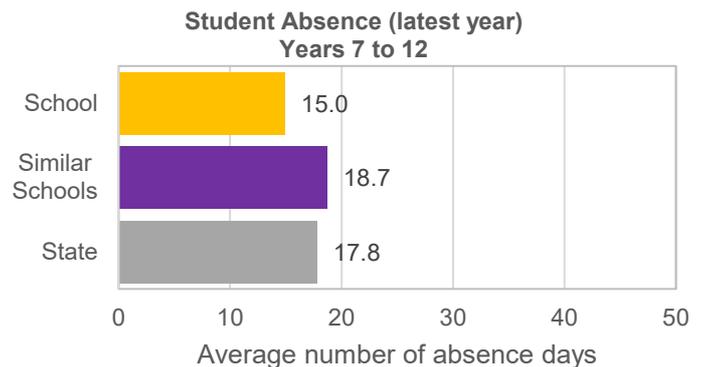
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	15.0	19.4
Similar Schools average:	18.7	19.8
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

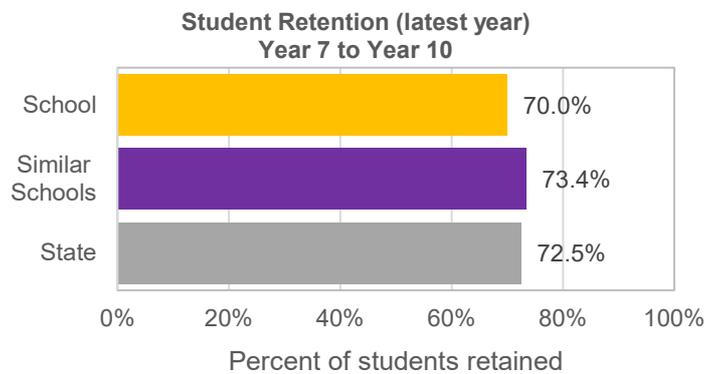
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	94%	92%	91%	91%	93%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	70.0%	69.2%
Similar Schools average:	73.4%	71.3%
State average:	72.5%	72.9%



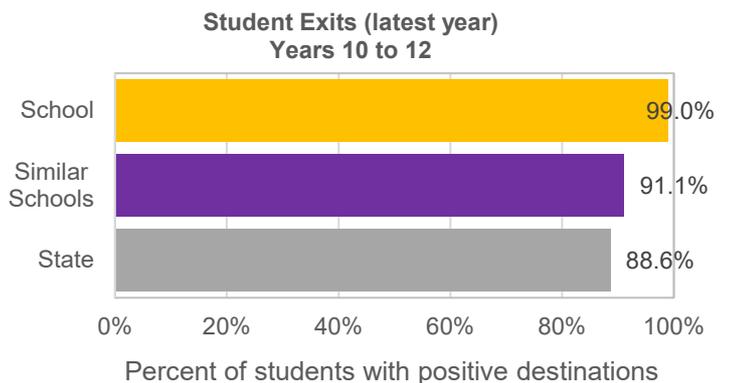
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	99.0%	92.9%
Similar Schools average:	91.1%	90.9%
State average:	88.6%	89.1%



WELLBEING

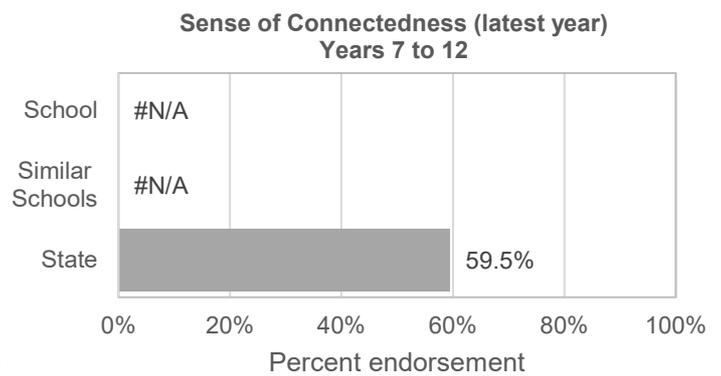
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	53.8%
Similar Schools average:	NDP	56.4%
State average:	59.5%	55.3%



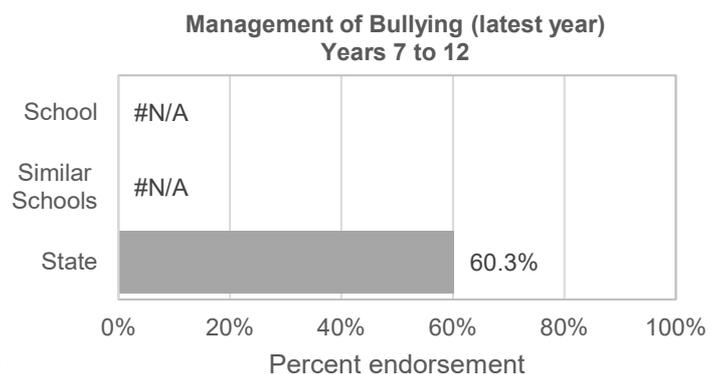
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	51.2%
Similar Schools average:	NDP	57.6%
State average:	60.3%	57.9%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$19,922,859
Government Provided DET Grants	\$4,548,881
Government Grants Commonwealth	\$6,458
Government Grants State	\$13,761
Revenue Other	\$121,776
Locally Raised Funds	\$444,046
Capital Grants	NDA
Total Operating Revenue	\$25,057,781

Equity ¹	Actual
Equity (Social Disadvantage)	\$4,565,246
Equity (Catch Up)	\$141,687
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$4,706,933

Expenditure	Actual
Student Resource Package ²	\$21,258,100
Adjustments	NDA
Books & Publications	\$34,772
Camps/Excursions/Activities	\$125,340
Communication Costs	\$49,021
Consumables	\$407,668
Miscellaneous Expense ³	\$143,933
Professional Development	\$64,675
Equipment/Maintenance/Hire	\$489,209
Property Services	\$229,635
Salaries & Allowances ⁴	\$538,069
Support Services	\$684,035
Trading & Fundraising	\$31,417
Motor Vehicle Expenses	\$13,926
Travel & Subsistence	\$4,678
Utilities	\$253,077
Total Operating Expenditure	\$24,327,554
Net Operating Surplus/-Deficit	\$730,227
Asset Acquisitions	\$47,321

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$5,537,460
Official Account	\$116,316
Other Accounts	NDA
Total Funds Available	\$5,653,776

Financial Commitments	Actual
Operating Reserve	\$489,019
Other Recurrent Expenditure	\$2,507
Provision Accounts	NDA
Funds Received in Advance	\$390,516
School Based Programs	\$102,379
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$1,835,803
Asset/Equipment Replacement < 12 months	\$197,758
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$1,150,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$4,167,982

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.