

2021 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 2021 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 29 April 2022 at 09:49 AM by Susan Ogden (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 10 May 2022 at 05:04 PM by Alan Collier (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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)
- 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Dandenong High School, located in the Southeast of Melbourne, is a co-educational school from Years 7 to 12 with an enrolment of approximately 1550 students. The school is highly multicultural with 62 nationalities and 80 different language groups represented and 80% 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 was over halfway through at the end of 2021. 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. At the very end of 2021, the Cafeteria and Food Technology Kitchens were completed and handed over to the school to prepare for student learning in the new school year.

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. In 2022, the school will launch the Design Engineering Academy, a select-entry program intended to provide deeply immersive and full-faceted STEM learning with clearly articulated learning pathways reflected in the Victorian Curriculum, the VCE and VET, leading to a greater array of tertiary courses and career opportunities. Our Student Support Services 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 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 and 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. 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. The Tutor Learning Initiative program has resulted in high-impact individual support for identified students, all of whom demonstrated significant learning growth over the year. A Transition EAL program and a team of Multicultural Educational Aides support newly arrived and refugee students. The provision of a weekly Homework Club, supported by tutors from Monash University, provides hundreds of students with targeted learning support. The school employs seven Learning Specialists who are expert practitioners in their specialism. The Learning Specialists provide targeted professional learning within the classroom to every teacher and one-on-one feedback based on observations during Learning Walks.

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 2021 with the necessity to once again 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)

In 2021, the focus was to embed a whole school approach to differentiating teaching practice to effectively target student learning needs by having a sustained focus of practice improvement in each classroom and through providing personalised professional learning and targeted feedback to teachers. The building of teacher capacity in assessment practices and assessment design and ensuring alignment between Tier 1 (classroom practice) and Tier 2 Learning Interventions (MYLNS, Tutoring and the High-Ability programs), to ensure all students receive individualised learning support became the focus of all leaders and teachers.

While we completed all the actions underpinning this goal during the year, due to the impact of the ongoing pandemic and extended lockdowns, we narrowed our focus even further to maximise our impact. In Term 2, the priority for school leaders became our Senior Studies Improvement Strategy and the implementation of our Senior Pathways initiative. The focus for Senior Studies Improvement in 2021 had three elements – building teaching practice, strengthening student responsibility and developing sound study skills and an individualised pathways process. Teachers received targeted professional learning; one-on-one data and goal setting conversations with their Domain Leader and Associate Principal; observations and feedback; and time has been provided to allow teachers to cross-mark, moderate and refine both assessments and individual practice.

Each Year 12 student met with their House Leader, Careers Team and parents throughout the year to discuss their progress with learning and engagement. These meetings provided the opportunity to monitor student progress, to personalise the supports that were implemented, and the creation of an individualised pathways plan for each student.

This has ensured that each student and their family have an accurate understanding of their progress in their learning and each student has identified a clear pathway for their post-school options.

In preparation for the new VCE Certificate with a vocational specialism being introduced in 2024, some amendments have been made to the Intermediate VCAL program offered at the school and to be introduced in 2022. These changes are intended to emulate aspects of the new certificate, including the vocational specialism. The re-structuring of the Intermediate VCAL program is envisioned to provide greater differentiation for students in the current VCAL program, providing targeted support and extension where required. The changes will better cater for the needs of our language learners, while enabling students with strong literacy and numeracy skills to experience enrichment opportunities.

In Term 1, we introduced the Professional Learning instrument for teachers. This professional practice learning progression links to the improvement initiatives in the AIP and provides a detailed picture to staff of what “learning excellence” looks like in identified areas of the school’s pedagogical model. The Tutor Learning Initiative data suggests that every Tutor had considerable positive impact on the learning of the students they are supporting. Students were assessed through PAT-R and PAT-Maths benchmarking data at the start of the year and again mid-way through Term 4.

The first year of New Metrics involved all partnership schools understanding the ambitious goal in moving beyond a standardised assessment to determine suitability for university courses, to a cross-sector recognised Student Profile with internationally recognised micro-credentials and qualifications embedded. The second half of this year has been the development of Learning Progressions and Development Rubrics for the Learning Ambitions/Learner Capabilities, including critical and creative thinking and the Ethical capability.

The work of the Professional Practice Partnership (PPP) in each House, which includes the Assistant House Leader and Learning Specialist has gone from strength to strength. In Semester 1, they each completed a round of instructional coaching focusing on differentiation and in Semester 2, they are currently completing Learning Walks and feedback conversations with each staff member.

The impact of our achievement in these areas is evidenced through our NAPLAN data, with an increase of students in the top two bands in Year 9 Reading by 6% and an increase in the number of students in the top two and middle two bands of Year 9 Writing and Numeracy. We have also significantly increased the number of equity funded students achieving above Benchmark Growth in Year 9 Reading, moving us above Network and similar schools and well ahead of the State. Our Staff Opinion Survey data has improved significantly and we have increased the staff participation rate to 75% for the first time, meeting our annual target. We have also shown increases in the areas we identified in January including; Seeking feedback to improve practice (53.8% - 61%), Moderate assessment tasks together (67.9% - 74%) and Plan differentiated learning activities (62.8 - 69%). What is most impressive is staff positive endorsement in the Leadership model, which at 61% puts us well ahead of the State. The school has seen an increase in the VCE median Study Score from 24 to 26 and a 1.7% increase in the number of ATARs above 80.

In 2021 we committed to continuing to build student agency and responsibility for their learning across the school by implementing the Learning Excellence Program in Years 10 -12 and introducing a student to teacher feedback model in Years 7 -12. The Learning Excellence Program was implemented across the school in Years 10 -12 for all VCE students, with a particular focus on those in their final year. In Term 2, we also added targeted exam and SAC preparation to the Supported Study Tutorial component. In Semester 2, we completed an extensive review of the program including student, staff and parent surveys, Learning Walks and leadership observations and targeted focus groups. The evidence of our impact has resulted in more focused and confident senior learners, as evidenced by subject teachers and observations in how students approached their Exam program. Students are also making informed pathway decisions, based on data and identified destinations.

We intended to further increase parent participation in their child's learning by re-developing Parent/Teacher interactions and the way we provide feedback on a student's progress to families and through the development of a community communication strategy to strengthen relationships between the school, our families and the wider community. Due to the impact of the pandemic and extended periods of Remote Learning, the School Leadership Team made a decision in Term 1 to redefine the second action in this goal. Developing a community communication strategy became the design and enacting of a Community Commitment. This was critical to redefine what respectful

behaviour looked like and identify key social and emotional learning strategies that would be explicitly taught within the learning program.

The development of the Community Commitment has been completed with contributions from students, staff, leaders and parents. The Commitment provides clarity for our community about the responsibility each individual has in creating a safe, inclusive and connected learning environment. In Semester 1 and 2, over 80% of our families participated in the blended Parent/Teacher afternoon. We recorded over 3100 appointments, an increase of 30% engagement on the year before. Observations undertaken by leadership have identified that teachers are enacting the Community Commitment in their classrooms. The use of Collaborative Learning activities in learning has increased to enhance the reconnection of students to learning with and from others.

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. NAPLAN results, particularly in Reading, Spelling and Grammar, continued to improve, with a high increase in learning growth and we now have more students in the top two bands in Year 9. We are above the state mean in learning growth for equity funded students for the first time. The Literacy Improvement Strategy, which was in Phase 6 in 2021, has allowed us to strategically target our focus and we have seen significant improvement. The strategy involves the NAPLAN Item Analysis and the "Big 3"; Vocabulary Across the Curriculum; the introduction of the Data Dashboard; expert Reading Coaches; the introduction of the Readers Workshop and the re-visioning of the LRC lessons; and the provision of targeted NAPLAN feedback for all students in Years 7-10. 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.

2021 has also been a year of remarkable student success with many reaching the highest level in academic and co-curricular pursuits. Our STEM students continue to achieve highly, demonstrating high-level design thinking and innovation. Year 9 STEM students were regional finalists in the Swinburne University TrashBot competition where they used Artificial Intelligence and Machine Learning to train a waste disposal system to only accept certain types of waste. They also competed in the Bees with BackPacks program, where they learnt about the impact of the declining bee population and created a solution to protect bees. The Year 10 STEM Innovators reached the state final in Swinburne University's Artificial Intelligence competition. The students learnt about the application of Artificial Intelligence and then designed and built their own Chatbot applications that could be used at school. Dandenong High School is incredibly proud of our STEM program and we eagerly anticipate the opening of the state-of-the-art Design Centre in mid-2022.

Individual students also have continued to excel in 2021. Six students from Dandenong High School received a full Skyline scholarship and another two were Highly Commended and will receive Skyline assistance during their studies at secondary school. A Year 10 student was awarded the ABCN Accelerate Scholarship for students who demonstrate significant promise and personal motivation to succeed in their aspirations and show the potential to grow and become leaders who can contribute to society in their respective fields. Another Year 10 student was selected for the Melbourne University Kwong Lee Dow Young Scholars Program in 2022. Two students were selected and completed the School for Student Leadership program and the School Vice-Captain received the Julian Hill MP Community Spirit and Leadership Award for 2021. In March 2021, students from Years 7 to 10 Japanese classes in Dandenong High School participated in a poster competition organised by JLTAV, the Japanese Language Teachers' Association Victoria and one of our Year 9 students became the top winner across the whole state of Victoria and her poster has been used as the front cover of 2021 JLTAV annual conference.

The school's VCE results are steadily improving with 93% of our students satisfactorily completing their VCE, four of whom achieved an ATAR above 90 and 17 receiving an ATAR above 80. There was an increase in the VCE median Study Score from 24 to 26 and a 1.7% increase in the number of ATARs above 80. Our Dux, who received an ATAR of 98.5, demonstrated extraordinary achievements in his Year 12 studies, including being placed on the Premiers Honour Roll for his near-perfect scores in Biology, Chemistry and Languages – Vietnamese. A number of our Year 12 students achieved significant success in various VCE Studies, receiving Study Scores above 40 in English, History Revolutions,

Japanese, Physics, Psychology, Studio Arts, Biology, Media, 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, 95% received offers, 18 students have obtained employment and 8 have commenced apprenticeships. Of our students undertaking the Victorian Certificate of Applied Learning (VCAL), the majority of students achieved a satisfactory completion result and 60% of our students achieved a VET qualification. Our percentage of Year 10-12 students continuing on to further studies or full-time employment was at an all-time high of 99.6% compared to the state average of 89.25%. 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 the learning or wellbeing needs may be, they are fully supported by the school, in partnership with their family. While 2021 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.

Despite the continued challenges and disruptions that a second year of living with the pandemic created, students at all year levels were positive, focused and engaged in their learning until the end of the year. Student attendance continued to improve across the school, attendance targets 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 Student Support Services Team and Student Engagement Coordinators, we again achieved our aim of an average attendance of 92.3% for all year levels. This is even more impressive, considering we achieved this during Remote Learning. The average student absence days decreased from 20.08 in 2019 to 17.1 in 2022.

In Semester 1, the school implemented a “blended” Parent/Teacher information session with families able to book appointments by phone or onsite, at three different times throughout the day. Some families chose more than one option, and the new format was extremely successful. Attendance improved to the highest in three years despite being during Ramadan and two days before Eid. The feedback surveys from staff and parents were also very positive.

The Community Commitment was co-created with students, staff, leaders and parents. While the lockdowns delayed the implementation of the commitment, Term 4 was focused on the use of collaborative activities to support students in developing social and emotional skills, as they returned to onsite learning. It was evident in previous returns to onsite learning that students required additional support to reconnect with their peers following extended periods of working in isolation during lockdown. To create opportunities for collaboration, each Domain developed learning activities that incorporated the use of social emotional strategies and teamwork. The Social and Emotional Framework, including the identification of high-impact strategies will be implemented across the school in 2022.

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. 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 2021, however due to the pandemic, this will be implemented in Semester 2 of 2022.

Wellbeing

At Dandenong High School, a strong Student Support Services Team, consisting of the Wellbeing Leader, four Wellbeing Officers, a school nurse and 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. In 2021 the school introduced an

additional service, the Lawyers in School program, providing students with necessary legal advice and advocacy. The Student Support Services 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 Student Support Services 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 Student Support Services 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 three mornings per week to ensure the nutritional and wellbeing needs of our students are met.

In 2021, 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.

The Learning Excellence Program was introduced at the start of 2021 with students and teachers acknowledging the marked improvement in student focus, preparation for class and approaches to assessments. The Learning Excellence program is for students in Years 10, 11 and 12 and is designed to give students the necessary skills to develop independence in their learning, provide targeted study support and the provision of critical study skills. The program is tailored to all senior students and consists of four inter-connected elements; Supported Study Tutorial, Learning Tutor, Careers Education and Study Skills. The intention is that students will complete homework, prepare more effectively for classwork, study for assessments and come to each lesson with questions and identified areas of need. Time in class with the teacher is more purposeful and students take greater responsibility for their own learning.

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.

Finance performance and position

In 2021, Dandenong High School made strategic use of funding to maximise student learning outcomes and build teaching and leadership capacity. Similar to 2020, the school encountered significant barriers to the implementation of key AIP initiatives due to the stop/start nature of lockdowns. The school continued the utilisation of technology to connect, communicate and collaborate during extended periods of lockdown. The schools learnings and adaptation, along with the investment in devices and IT infrastructure throughout 2020, provided a strong foundation to mitigate the impact of remote learning as much as possible.

Given the uncertainty of the duration of lockdowns, practical subjects invested heavily in resources to firstly, maximise practical, hands-on learning experiences while on site, and when restricted to remote learning, provide students with resources to maintain hands-on learning.

While academic learning was impacted throughout the periods of being confined to their homes with limited interactions with peers, it was clear that students social and collaborative skills were impacted significantly. In line with this, when

permitted under Government restrictions the schools allocation of funds for student learning experiences through incursions and excursions was invaluable in providing our students with real-world learning experiences, where they were required to work collaboratively and rehearse social skills.

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, EAL class, Accelerated and Enhanced Learning Program and the VCAL program.

The schools PLT structure provided a lifeline to leaders, teachers and ES staff through the ability to discuss problems of practice in remote learning, to identify new ways of working and connecting with each other and students. The professional learning that supported the PLT facilitators equipped them with the skills to navigate the challenges staff were experiencing. This was coupled with a focus on Staff Wellbeing techniques that were replicated in classrooms to check-in with students and engage them through screens.

Following significant research and development throughout 2020, the school initiated the Learning Excellence Program. This initiative required the restructuring of the timetable to provide each Year 10, 11 and 12 student with classes that focus on; Study Skills: developing the skills required to study effectively and how to utilise these skills at home and in the classroom; Careers Education: the opportunity investigate and gain an understanding of pathway options available to students post-school; Learning Tutor: gain an understanding of who they are as a learner and person and how to utilise skills to be successful in life; Supported Study Tutorial: Independent and collaborative study that is supported by classroom teachers. The LEP incorporated the use of an external provider (Elevate) for the provision of the Study Skills. Further access to academic enhancement for High-Achieving students was provided through the Skyline Foundation that enabled these students to gain access to weekly tutoring, and SAC, Exam and GAT preparation sessions.

The structure and investment in the House model, providing additional time and resources to connect with parents through remote learning was pivotal in maintaining high levels of attendance, engagement and connection with school and classes.

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 financial 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.

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 2022. This will be spent on specific initiatives linked to improving student learning outcomes identified in the 2022 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 1550 students were enrolled at this school in 2021, 757 female and 793 male.

80 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).

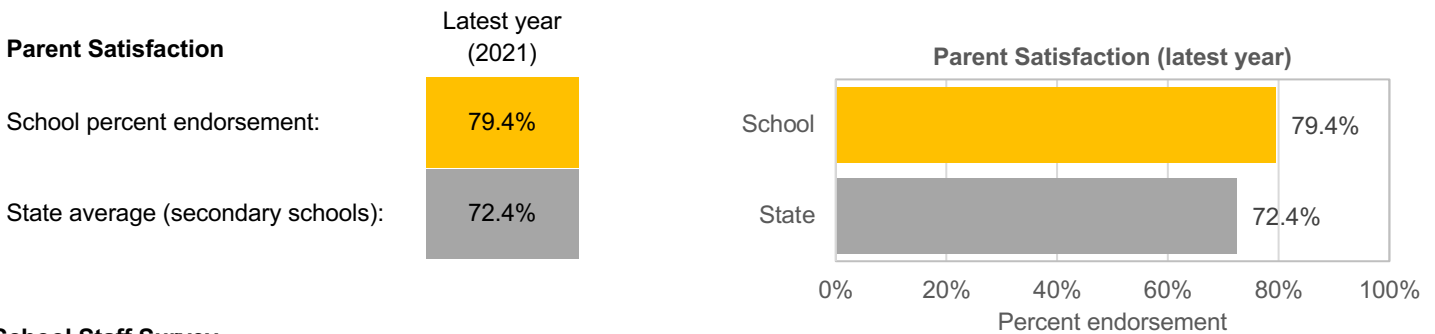
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

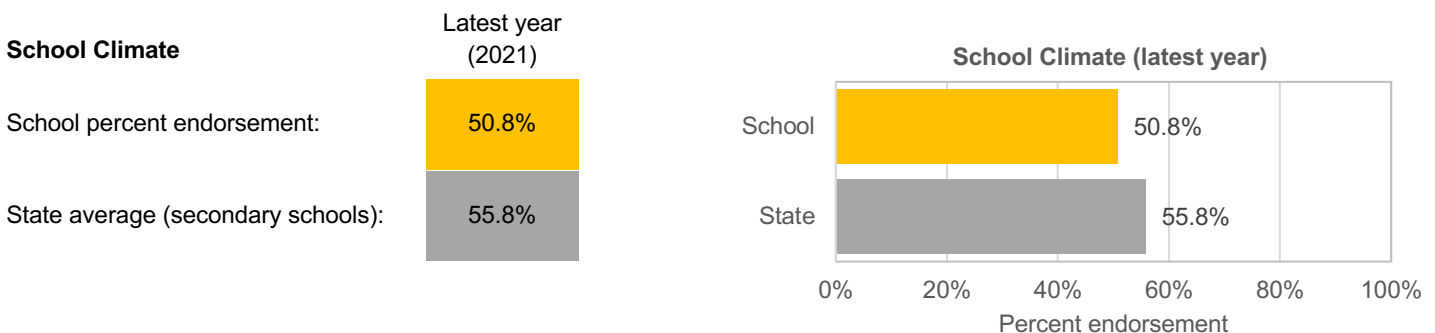


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

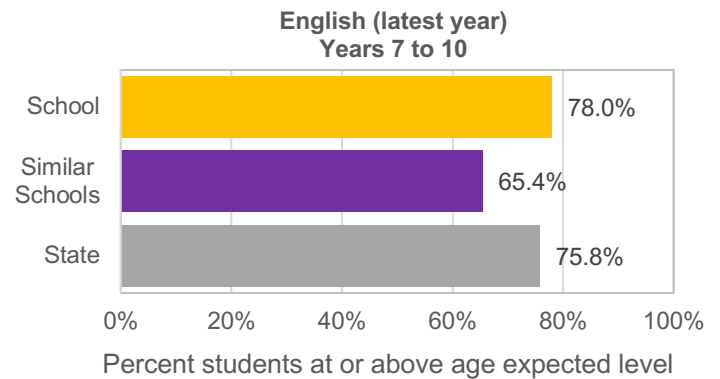
78.0%

Similar Schools average:

65.4%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

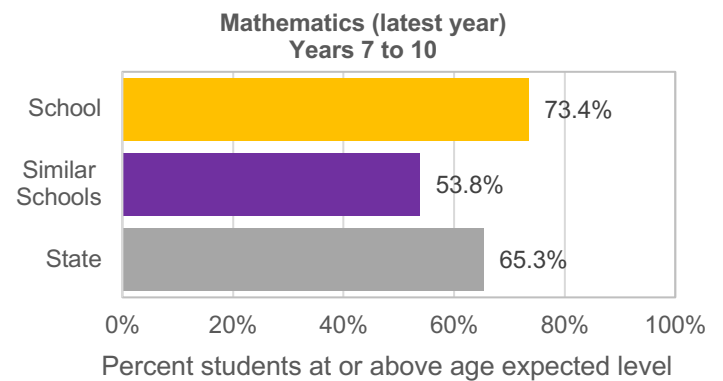
73.4%

Similar Schools average:

53.8%

State average:

65.3%



ACHIEVEMENT (continued)

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

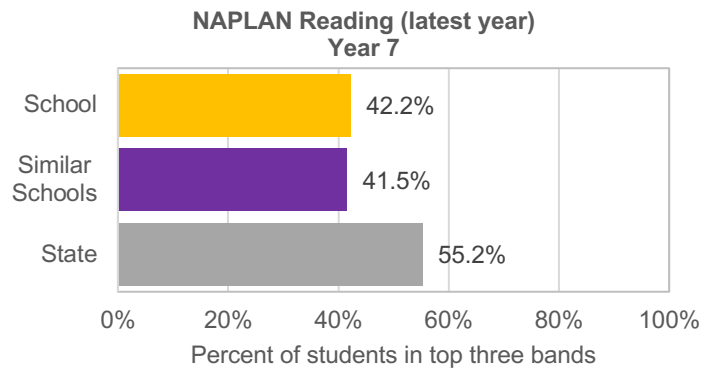
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

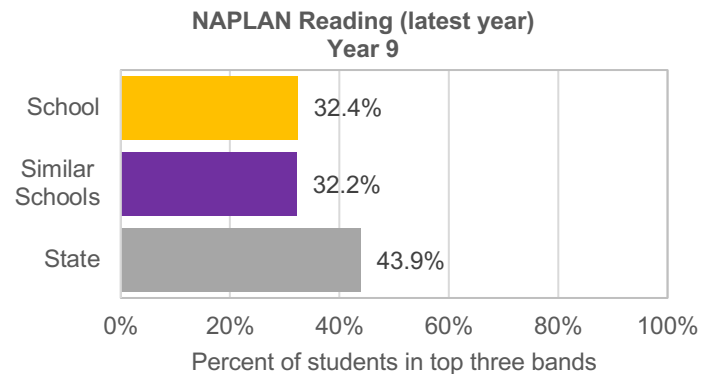
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.2%	41.1%
Similar Schools average:	41.5%	40.7%
State average:	55.2%	54.8%



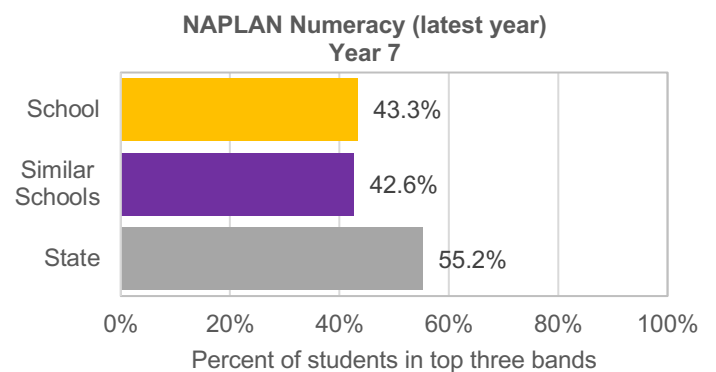
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	32.4%	31.2%
Similar Schools average:	32.2%	32.5%
State average:	43.9%	45.9%



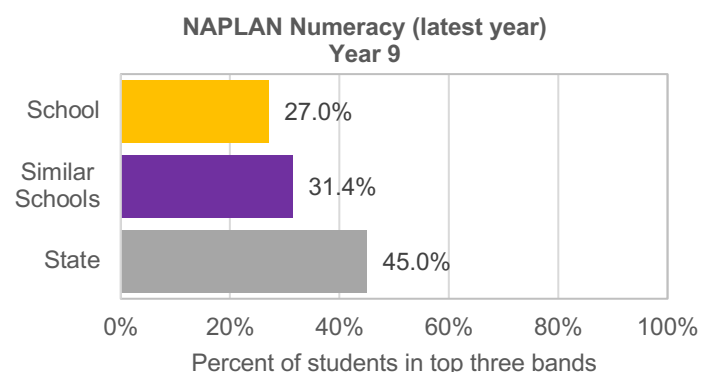
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.3%	45.1%
Similar Schools average:	42.6%	41.9%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	27.0%	30.4%
Similar Schools average:	31.4%	32.6%
State average:	45.0%	46.8%



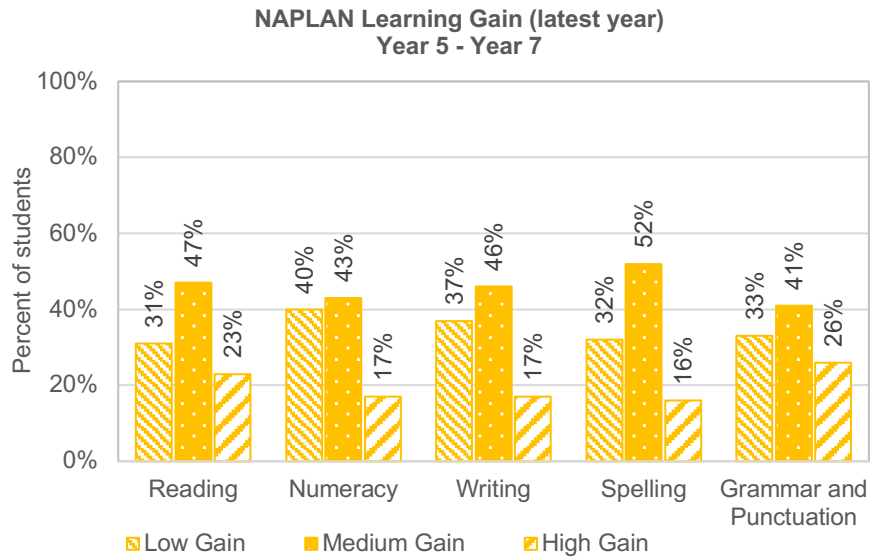
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

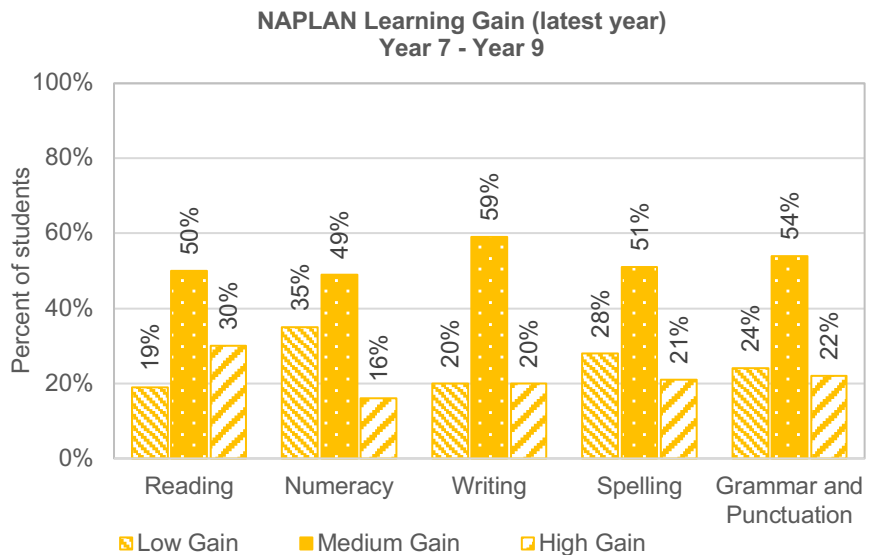
Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	47%	23%	20%
Numeracy:	40%	43%	17%	20%
Writing:	37%	46%	17%	20%
Spelling:	32%	52%	16%	23%
Grammar and Punctuation:	33%	41%	26%	19%



Learning Gain Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	19%	50%	30%	24%
Numeracy:	35%	49%	16%	22%
Writing:	20%	59%	20%	20%
Spelling:	28%	51%	21%	24%
Grammar and Punctuation:	24%	54%	22%	21%



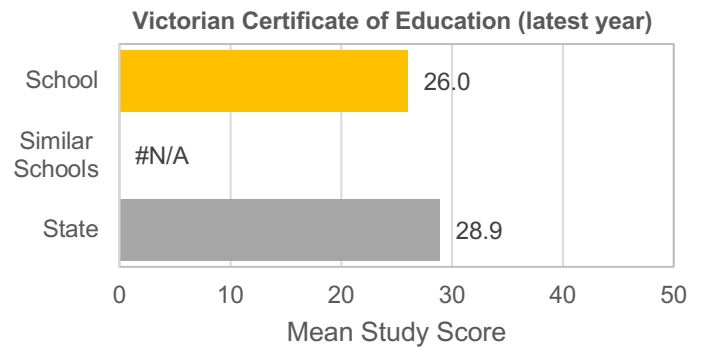
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

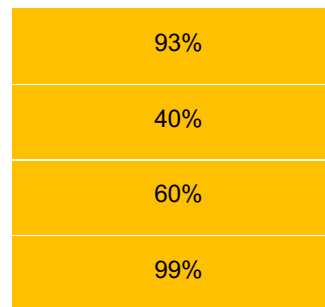
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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 (2021)	4-year average
School mean study score	26.0	24.3
Similar Schools average:	27.1	N/A
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:

VET units of competence satisfactorily completed in 2021*:

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

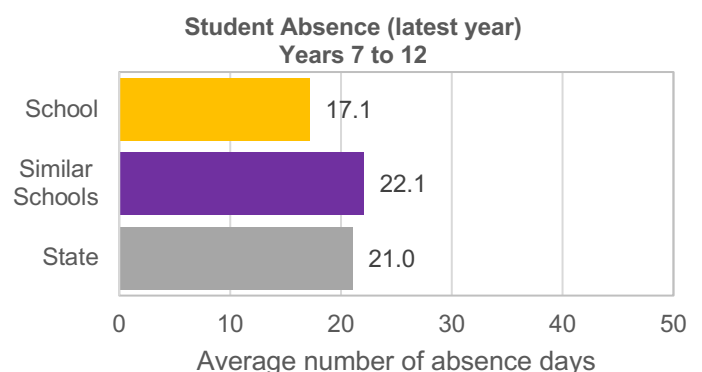
ENGAGEMENT

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 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	17.1	18.0
Similar Schools average:	22.1	20.4
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

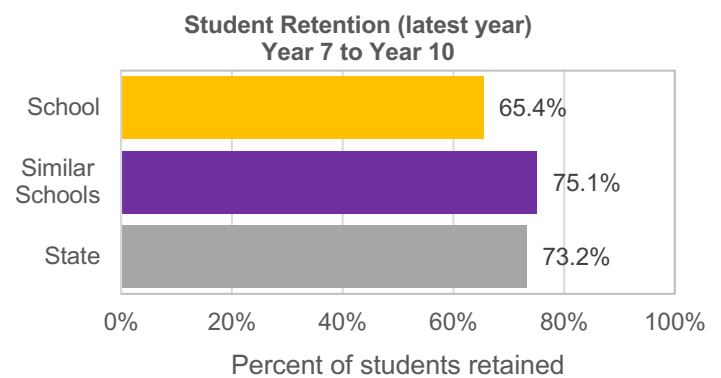
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	92%	92%	92%	90%	90%	92%

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 (2021)	4-year average
School percent of students retained:	65.4%	68.4%
Similar Schools average:	75.1%	72.8%
State average:	73.2%	72.9%



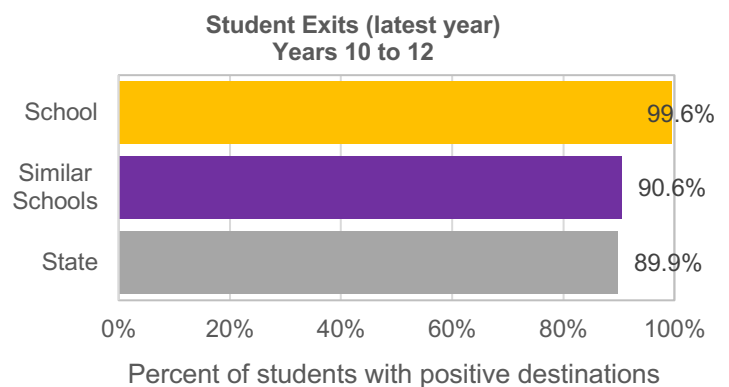
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	99.6%	96.8%
Similar Schools average:	90.6%	91.0%
State average:	89.9%	89.2%



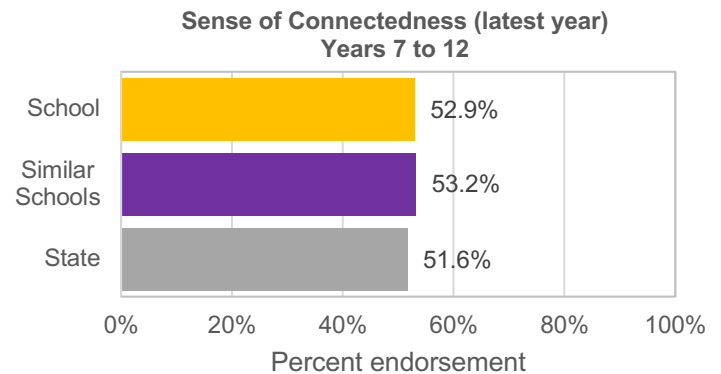
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	52.9%	52.6%
Similar Schools average:	53.2%	55.8%
State average:	51.6%	54.5%

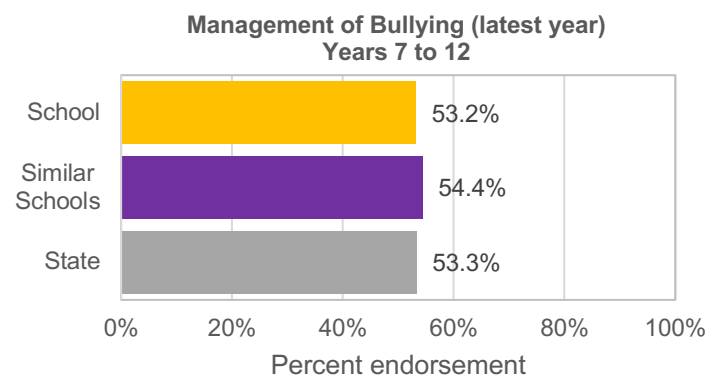


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	53.2%	51.1%
Similar Schools average:	54.4%	57.1%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$20,629,086
Government Provided DET Grants	\$4,030,641
Government Grants Commonwealth	\$36,922
Government Grants State	\$20,494
Revenue Other	\$173,510
Locally Raised Funds	\$368,866
Capital Grants	\$0
Total Operating Revenue	\$25,259,519

Equity ¹	Actual
Equity (Social Disadvantage)	\$4,475,246
Equity (Catch Up)	\$164,435
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$4,639,682

Expenditure	Actual
Student Resource Package ²	\$21,148,931
Adjustments	\$0
Books & Publications	\$26,758
Camps/Excursions/Activities	\$222,901
Communication Costs	\$46,467
Consumables	\$482,690
Miscellaneous Expense ³	\$407,234
Professional Development	\$134,815
Equipment/Maintenance/Hire	\$492,780
Property Services	\$198,329
Salaries & Allowances ⁴	\$515,955
Support Services	\$888,502
Trading & Fundraising	\$97,444
Motor Vehicle Expenses	\$9,792
Travel & Subsistence	\$724
Utilities	\$236,594
Total Operating Expenditure	\$24,909,917
Net Operating Surplus/-Deficit	\$349,602
Asset Acquisitions	\$1,744,614

- (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 10 Mar 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$4,686,613
Official Account	\$52,470
Other Accounts	\$0
Total Funds Available	\$4,739,083

Financial Commitments	Actual
Operating Reserve	\$609,722
Other Recurrent Expenditure	\$2,307
Provision Accounts	\$0
Funds Received in Advance	\$333,394
School Based Programs	\$113,597
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$1,770,220
Asset/Equipment Replacement < 12 months	\$208,060
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$200,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$3,237,299

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.