

2023 Annual Report to the School Community

School Name: Dallas Brooks Community Primary School
(5546)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 23 April 2024 at 08:10 AM by Valerie Karaitiana (Principal)

- This 2023 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 26 April 2024 at 12:45 PM by Trent Scorey (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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 Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

PURPOSE STATEMENT

Dallas Brooks Community Primary School caters for a diverse community with educational, social and emotional goals in an environment, which utilises all available community resources and innovation to prepare students for a rewarding future. Our strong sense of connectedness is developed through threads of inclusion, joint high expectations between staff, students and parents based on our guiding values of RESPECT, TRUST, PERSISTENCE and PRIDE. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. Our Social and Emotional Learning Program is underpinned by Respectful Relationships and delivered in a dedicated SEL session each week to students. We believe that our student outcomes are directly linked to their wellbeing and therefore all staff use The Berry Street Education Model (BSEM) approaches to teaching and learning. This model enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement. The pedagogical strategies incorporate evidence-based trauma-aware teaching, positive education, and wellbeing practices. Our strong academic focus on literacy and numeracy skills is based on the Victorian Curriculum. A personalised curriculum is delivered with a developmental approach, ensuring the learning is at 'point of need' for each student, to support academic success and to develop social competencies and skills. Our rigorous and inclusive learning culture is supported by differentiated learning, as well as literacy and numeracy intervention and extension programs. This is reinforced by a range of programs: Physical Education, The Arts, Arabic, Turkish and STEM. The school partners with various organisations, agencies and corporate entities to utilise their capacity to support student learning and growth and receive mutual benefits. The school actively partners with The Smith Family who provide sponsorship for many students to ensure they can succeed at school. Our Community Hub continues to make use of the families' familiarity with our primary school setting and their established relationships with school staff to provide a safe and supportive, easily accessible venue for the delivery of a coordinated and tailored package of services. The Community Hub continues to act as a bridge, linking parents, their children and their extended family, to the wider community and the network of services and programs available to support families in the City of Hume.

WORKFORCE

Our workforce comprises: three principal class members one ES 5, three leading teachers (Numeracy, Literacy, and Physical Education/Sport Education) and three Learning Specialists (Literacy, Numeracy, Sustainability), 18 classroom teachers, with 13 Education Support Staff across all areas and 2 Multicultural Aides to support the students and community. There are specialist teachers in the areas of PE, Visual Arts, Performing Arts, Languages and STEM. In addition, the school employs a Wellbeing Team comprising a Social Worker, 2 Speech Pathologists (FTE 1.6), Psychologist, Counsellor, Animal Therapist (FTE 0.4) and Chaplain (FTE 0.4) who play a significant role in supporting teachers to improve engagement and wellbeing by providing ongoing professional development in Restorative Practices.

LOCATION

Dallas Brooks Community Primary School is located in the suburb of Dallas, City of Hume.

SCHOOL PROFILE

The school community represents a diverse range of socio-economic, cultural, religious and language backgrounds. 14 different ethnic groups are represented with the majority of students from backgrounds other than English, the largest community being Arabic, Turkish and Somali speaking. The school SFOE in 2022 was 0.91. In 2023 Dallas Brooks Community Primary School had an enrolment 382 primary school students with an additional 100 children enrolled in preschool programs. There were 96% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students. The school operates onsite 3 and 4 year old Kindergarten Programs and Playgroups for children up to 3 years of age.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was significant at Dallas Brooks Community Primary School. We continued to embed our students' learning stamina and prioritised learning, such as a strong focus to 'catch up' learners that had fallen behind as a result of the previous years. Our Annual Implementation Plan focused on this as well as on improving the learning growth of all learners in Literacy and Numeracy.

Our NAPLAN results continued to show excellent growth for the students. Reading was promising with 43% of our Year 3s achieving the 'strong' measure, and 56% of Year 5s achieving the 'strong' and 'exceeding' measure in Reading. When looking at NAPLAN Writing results, Dallas Brooks had 84% of our Year 3s in the 'strong' and 'exceeding' measure and for Year 5s 77% in the 'strong' and 'exceeding' measures. This is our best writing achievement to date. NAPLAN Numeracy results put 39% of our Year 3 and 58% of our Year 5s in the 'strong' and 'exceeding' measures.

Looking at students Literacy and Numeracy teacher judgements according to the Victorian Curriculum show Dallas Brooks continued to catch up learning that had been impacted in previous years. 62% of students were at or above standard in Reading, 66% were at or above when Speaking and Listening and 52% were at or above in Writing. In Mathematics, 50% of students were at or above standard in Measurement and Geometry, 58% in Number and Algebra and 53% in Statistics and Probability. In 2023, we continued to ensure that our instructional models in Literacy and Numeracy enabled students to access learning at their level and explicitly taught the knowledge, skill or attitude needed to grow as learners. Dallas Brooks Community Primary School is proud of our Inquiry model and technology available for our students. Our students are engaged in their learning, they ask questions and strive to attain the knowledge, skills or attitudes to find their answers. Using their laptops, as well as multimedia, robotic and digital equipment they demonstrate this learning in our Learning Showcase which opens our doors to our community.

Wellbeing

Whole school mental health and wellbeing continues to be placed at the centre of Dallas Brooks Community Primary School. Students are provided learning opportunities within a safe and secure environment. School staff continue to enact the School Wide Positive Behaviour Support (SWPBS) model which is the basis of our behavioural model. Underpinning this is our Berry St Educational Model (BSEM) which provides staff with a trauma informed teaching lens. This is utilised in the planning and delivering of teaching lessons. Also underpinning the SWPBS model is the Rights, Resilience and Respectful Relationships (RRRR) curriculum being delivered each week in classrooms. This provides students the opportunity to learn Social and Emotional (SEL) skills that supports their social development and interaction with others.

The school also employs an allied health, wellbeing team that consist of a social worker, two speech pathologists (1.6 FTE), Counsellor, Psychologist Animal Therapist and Islamic Chaplain. The dedicated allied health team works collaboratively with all school staff, parents and other organisations to ensure that all our students are happy, safe and engaged in their learning. The team is also supported by placement students throughout the year. The wellbeing Team works closely with our Community Hub leader in relation providing relevant supports to families as needed.

Engagement

The Engagement of students remained a high priority at Dallas Brooks Community Primary School throughout 2023. Our STEM and Makers Program continued to be a success in engaging students in hands on learning and has been expanded so that students in the early years can also access these programs. Our student leaders presented again at EduTech in 2023, which was a great success. They further led the annual Makers Faire and over 200 students, teachers and visitors attended the event and engaged in a variety of student-led workshops. Through leading the STEM and Makers Program, our students developed a range of skills including problem-solving, collaboration and critical and creative thinking capabilities.

Our student leadership program promoted engagement through student voice and agency. For instance, our student wellbeing leaders, coupled with a group of other leaders, were involved in a Global Citizenship Ambassador Project throughout 2023. They inquired about students' mental health and wellbeing at Dallas Brooks Community Primary School and initiated a plan to build a Mindfulness Studio for students to develop social skills and care for their own wellbeing. This project was presented at the annual Kids Conference at the University of Melbourne and was highly recommended by the other educators and audiences.

Financial performance

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. Also funding operational needs of the school consistent with Department policies, School Council approvals and the purpose for which funding was provided or raised. Dallas Brooks CPS maintained a very sound financial position throughout 2022. The 2019-2022 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support school programs and policies. The Financial Performance and Position report shows an end of the year surplus. This surplus occurred through community grants, hiring of venues, donations to camps, excursions and targeted teaching areas in 2022. The school received a sufficient amount of Equity Funding, which contributed to the employment of Literacy, Numeracy and STEM specialists and additional ES staff so that every

classroom had an ES to support literacy and numeracy. The Equity funding allowed us to maintain our Wellbeing Team (Social Worker, Counsellor and Psychologist for 2022).

For more detailed information regarding our school please visit our website at
<https://www.dallasps.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 2.0 (FISO 2.0).

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 378 students were enrolled at this school in 2023, 191 female and 187 male.

88 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).

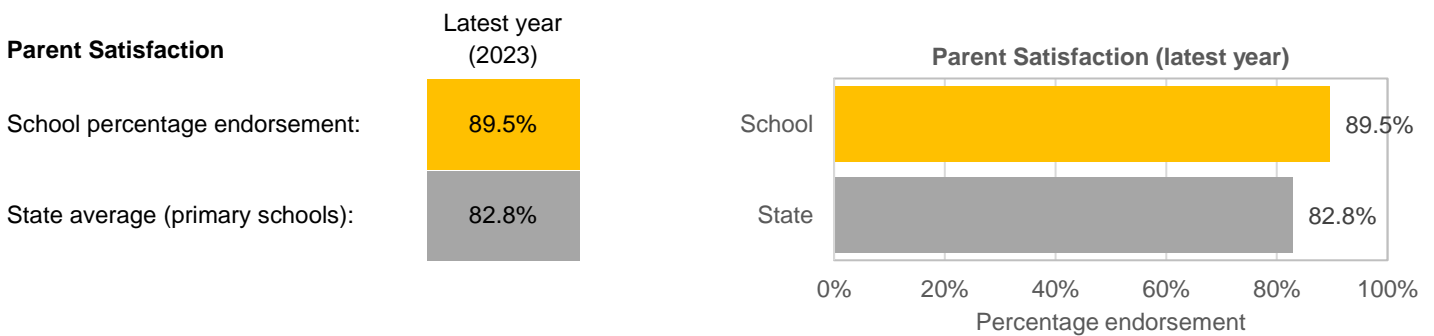
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

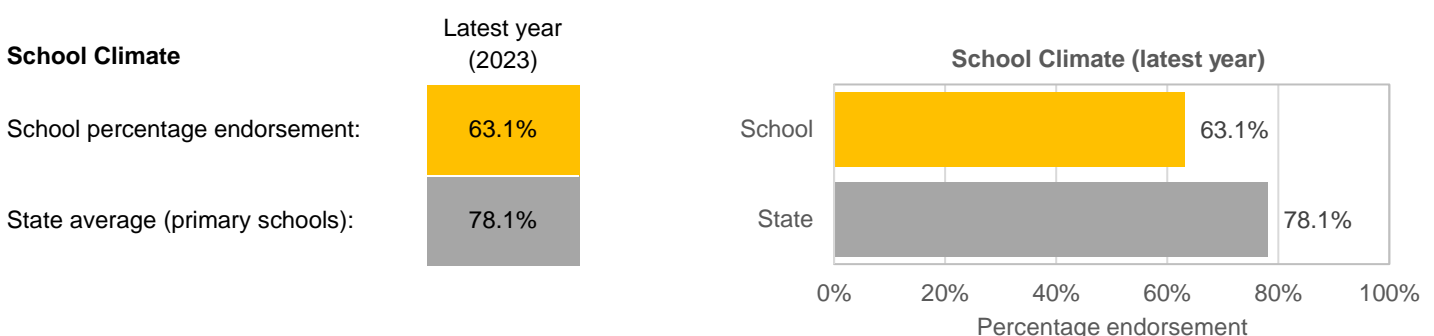


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

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

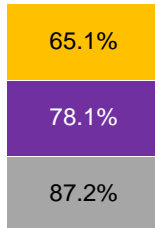
English Years Prep to 6

School percentage of students at or above age expected standards:

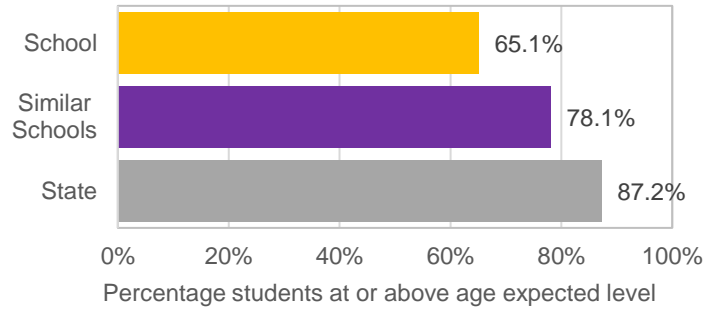
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



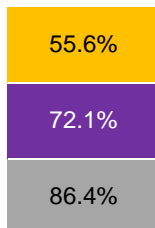
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

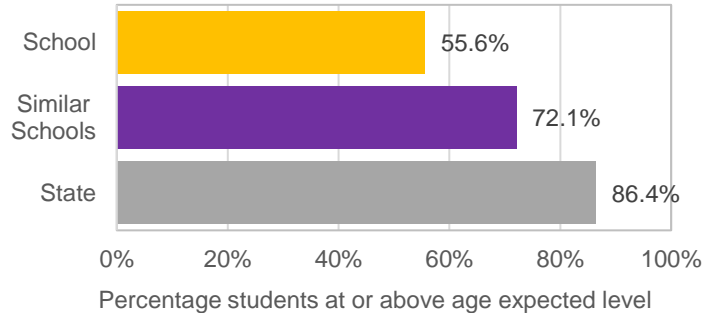
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 6



LEARNING (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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

43.1%

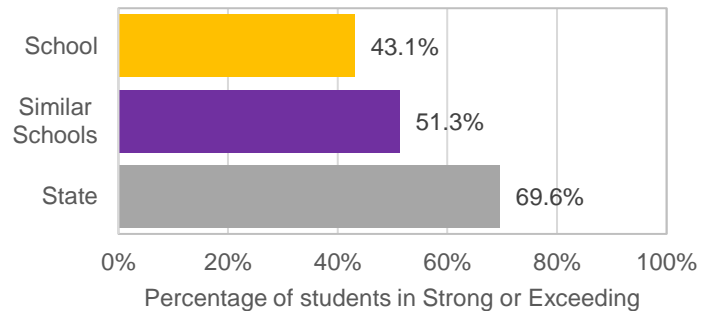
Similar Schools average:

51.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.4%

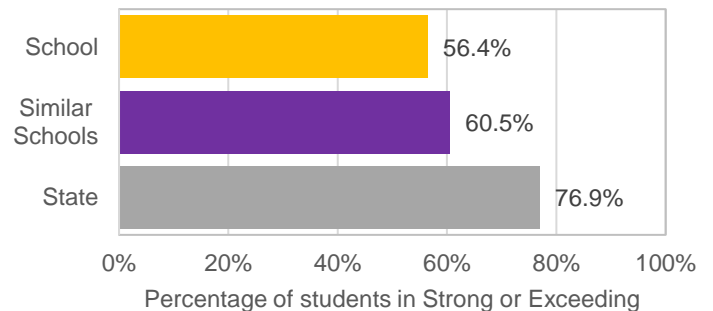
Similar Schools average:

60.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

39.2%

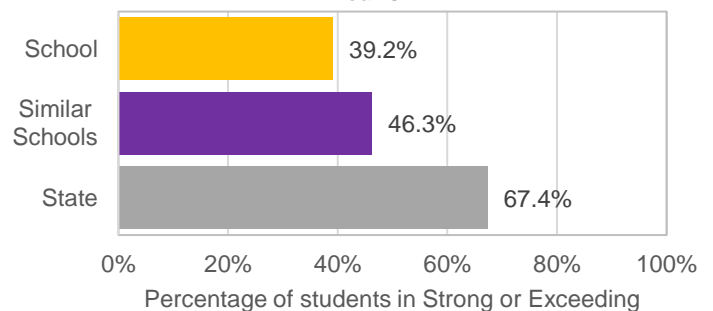
Similar Schools average:

46.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.9%

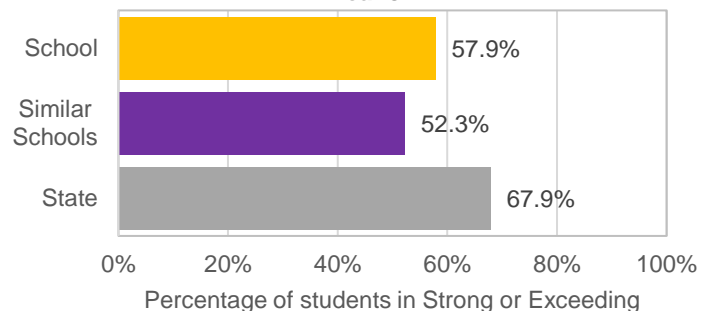
Similar Schools average:

52.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

50.0%

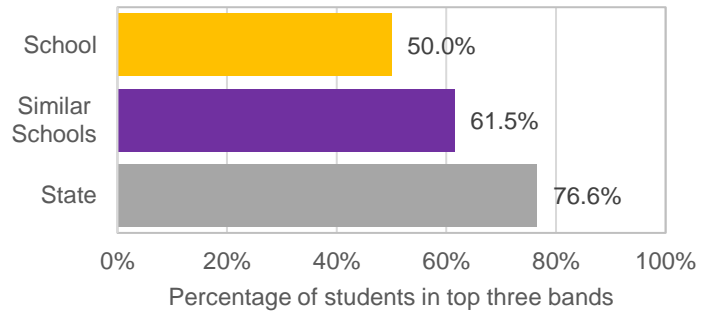
Similar Schools average:

61.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

36.4%

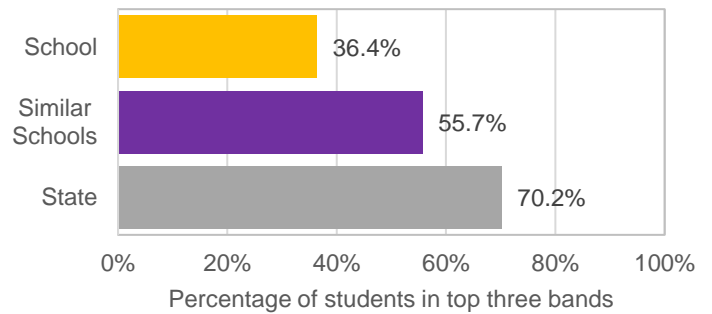
Similar Schools average:

55.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

29.8%

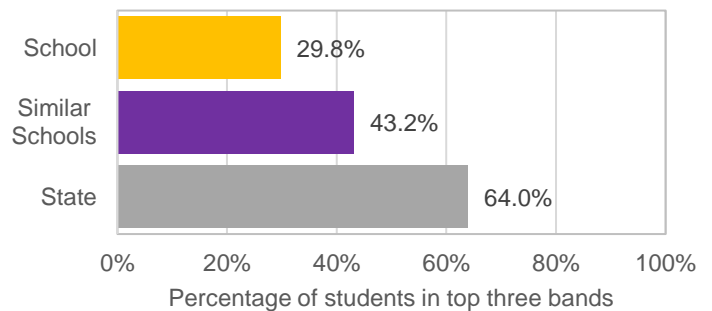
Similar Schools average:

43.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

25.0%

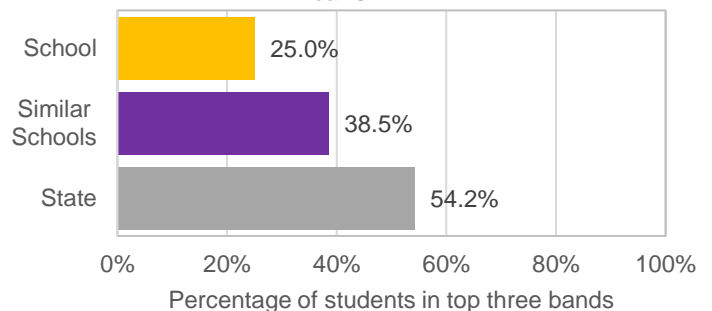
Similar Schools average:

38.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

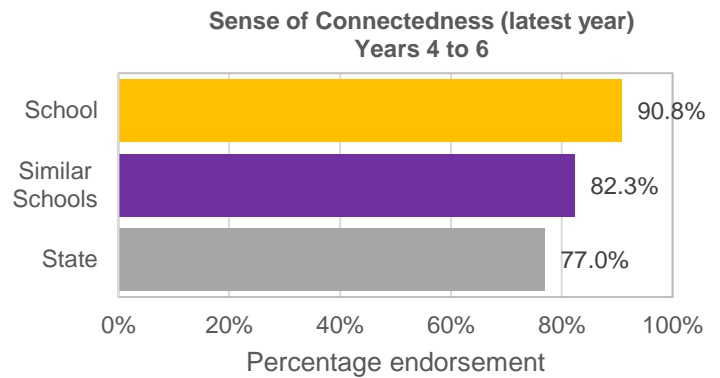
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	90.8%	86.3%
Similar Schools average:	82.3%	83.2%
State average:	77.0%	78.5%

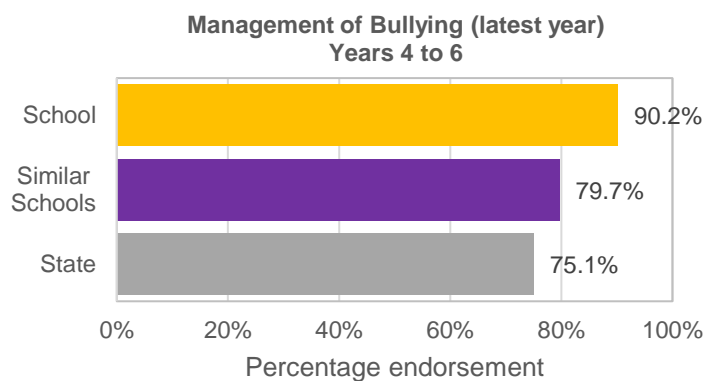


Student Attitudes to School – Management of Bullying

The percentage 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 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	90.2%	85.2%
Similar Schools average:	79.7%	80.6%
State average:	75.1%	76.9%



ENGAGEMENT

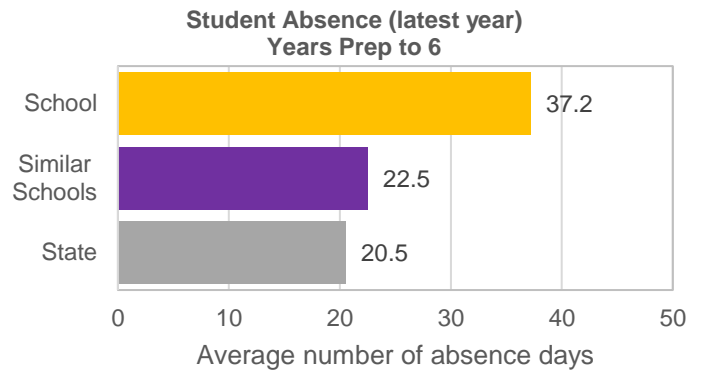
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	37.2	33.2
Similar Schools average:	22.5	21.3
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	79%	82%	83%	84%	82%	85%	74%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$7,158,229
Government Provided DET Grants	\$1,361,322
Government Grants Commonwealth	\$80,597
Government Grants State	\$0
Revenue Other	\$153,525
Locally Raised Funds	\$90,133
Capital Grants	\$0
Total Operating Revenue	\$8,843,805

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,860,398
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,860,398

Expenditure	Actual
Student Resource Package ²	\$5,491,557
Adjustments	\$0
Books & Publications	\$8,308
Camps/Excursions/Activities	\$68,784
Communication Costs	\$15,834
Consumables	\$189,112
Miscellaneous Expense ³	\$52,187
Professional Development	\$18,975
Equipment/Maintenance/Hire	\$121,407
Property Services	\$192,839
Salaries & Allowances ⁴	\$64,439
Support Services	\$326,004
Trading & Fundraising	\$1,639
Motor Vehicle Expenses	\$12,455
Travel & Subsistence	\$158
Utilities	\$69,571
Total Operating Expenditure	\$6,633,269
Net Operating Surplus/-Deficit	\$2,210,536
Asset Acquisitions	\$237,431

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$2,881,190
Official Account	\$86,286
Other Accounts	\$0
Total Funds Available	\$2,967,476

Financial Commitments	Actual
Operating Reserve	\$165,303
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$23,583
School Based Programs	\$530,200
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$114,821
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$46,668
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,000,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,880,575

All funds received from the Department of Education, 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.