2022 Annual Report to the School Community

School Name: Donburn Primary School (5019)

- 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 of the previous calendar year 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 21 March 2023 at 02:42 PM by Julie Hoskin (Principal)

- This 2022 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 21 March 2023 at 02:44 PM by Sanober Arefeen (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Donburn Primary School is a vibrant, attractive and safe learning environment growing in harmony with its community. Our mission is to develop critical learners and passionate thinkers who can move fluidly and confidently across cultures. Excellence in teaching and learning is developed through a distributed leadership model that empowers teachers in their practice and prioritises improvement in student learning outcomes. Donburn is developing a consistent differentiated and challenging teaching and learning program. It is defined and expertly implemented by classroom teachers to ensure maximum student learning growth. The school has built an understanding of student agency and provides students with the opportunity to make choices in what and how they learn. Additionally, students have a voice in school decision making. Providing students with agency over their learning and listening to their ideas develops active and independent learners. Donburn Primary School is located in East Doncaster in the north-eastern suburbs of Melbourne, approximately 20 kilometres from the Melbourne Central Business District. It was founded in 1973. The staffing profile of the school includes a Principal and Assistant Principal, and 28.0 full time effective (FTE) teaching staff including specialist teachers in Reading Recovery, Tutoring Learning Initiative teachers, Art, Library, Music, Physical Education and LOTE (Mandarin). There are also 7.7 FTE support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

The 2022 year started with the school community learning to live in the new Covid normal world. The Tutor Learning Initiative was an excellent opportunity to provide opportunities to support students in areas where learning was not as effective with online teaching. Donburn had an emphasis on Literacy particularly writing. The Learning Specialist with the tutor and a team of ES staff rolled out a high-quality intensive writing program to whole classes. The results were excellent. Learning outcomes and student engagement were very high in this supportive learning model.
NAPLAN results continue to be strong, particularly in Year 3. Students in the top 2 bands:
Reading   77% in 2021 to 83% in 2022.
Writing   64% in 2021 to 78% in 2022
Numeracy   82% in 2021 to 73% in 2022.
This figure is significantly higher than similar schools, network and state.
Year 5 students in the top 2 bands
Reading   55% in 2021 to 57% in 2022
Writing   35% in 2021 to 41% in 2022
Numeracy   60% in 2021 to 46% in 2022
In numeracy teachers participated in professional development titled *Using challenging tasks and games to deepen Mathematical thinking* with academics from Monash University Education Faculty. The tasks and games were quickly implemented into all classrooms. The Numeracy Leader led the staff in developing a list of important concepts necessary for students to achieve at each level. Maths trolleys were also set up in all classrooms with easily accessible concrete materials to assist all students in their learning.
Select Donburn Year 5 & 6 students continued to be challenged with Maths Olympiad. Maths Games and Maths Explore were added to challenge select Year 3 & 4 students.
Principal, Assistant Principal and leaders continued with regular learning walks. An excellent opportunity to guide and monitor the teaching and learning throughout the school. Teachers continued with Peer Observations, a powerful approach to give teachers opportunities to improve their practice and learn from their colleagues.
Throughout 2022 Donburn staff embraced with the support of the PLC Regional Manager and Practice Instructor the Professional Learning Communities model (PLC). Year level teams analysed their student learning data to inform the teaching and learning of their students. Continually improving teaching practice.

Wellbeing

Student Welfare continued to be a primary focus throughout 2022.

We believe school should be a positive and enjoyable experience, free from all forms of harassment. With this in mind, we have adopted a Restorative Approach to behaviour management, School Wide Positive Behaviour Support (SWPBS), Respectful Relationships and implemented the Resilience Project.

Restorative approaches are innovative ways to build caring communities around students whilst not accepting harmful behaviour. In other words, supporting people to take responsibility for their actions and repair any harm that has been done.

SWPBS is a framework that brings together school communities to develop positive, safe, supportive learning culture sets. We started the year off with a professional development from the SWPBS coaches. All staff participated enthusiastically in the day.Two members of the SWPBS team attended Compass Pulse training. After this Compass Pulse was implemented to enhance data tracking and analysis. Throughout the year the SWPBS team met on a fortnightly basis and continued to work towards goals and analyse data. Students met their token target and had a celebration day at the end of Term 2. The SWPBS leader has had dedicated planning time to oversee the progress of the initiative throughout the year.

Respectful Relationships is an initiative to support schools and early childhood education settings to promote and model respect and equality. It also supports educators to teach our children how to build healthy relationships, resilience and confidence.

The Resilience Project encourages the students to focus on gratitude, empathy and mindfulness. Through these processes we endeavour to give our students the skills to be productive and responsible global citizens.

Student wellbeing continued to be the number one agenda item in staff briefings and year level team meetings. Donburn worked with the Inner East Diverse Learning Education Improvement Leader to audit Diverse Learning protocols and implement improvements, where needed.

Engagement

While overall students' attendance is at a comparable level to other schools with similar backgrounds and characteristics, we consider this to be an area where we want to further improve. Our attendance data reveals substantial absence due to overseas holidays and visits. Covid has also impacted this data. Teachers follow up student absences with a phone call to emphasise the importance of attending school daily for improved student learning.

Absences for 2022

35% Donburn students have missed 20 or more days compared to similar school rate of 36%.

The breakdown of absence data:

	Donburn
0 days	6%
0.5 – 9.5 days	31%
10 – 19.5 days	32%
20 – 29.5 days	17%
30+ days	17%

Although our Student Attitude to School survey results are comparable or higher than similar schools we unfortunately are not at pre pandemic rates.

	Donburn	Similar Schools
Student Voice and Agency	70%	65%
Effective classroom behaviour	79%	79%
Sense of confidence	78%	77%
Managing bullying	81%	77%
Respect for diversity	81%	78%

Other highlights from the school year

Moving back to Covid normal gave the school the opportunity to celebrate and enjoy events that over previous years were taken for granted including:

- · *Easter Hat Parade with coffee van sponsored by the Out of Hours Care provider.*

- · *School camps in June- Year 3 & 4 Arrabri Lodge and Year 5 & 6 Phillip Island Adventure Resort.*

- · *Junior Choir, Senior Choir, Student Orchestra, TVD (Talented Voices of Donburn), Kid Crazy & Christmas Group. Groups performed at shopping centres, nursing homes, neighbouring schools and kindergartens.*

- · *End of year concert with a Country and Western theme.*

- · *Parents and Friends events such as Colour Run- an amazing fundraiser, Chomp'n'chews, Mother's Day stall, Father's Day breakfast.*

- · *House Swimming, House Cross Country & House Athletics with students moving onto compete in district and zone events.*

- · *Partnership with local Rotary Clubs- School Captains attended local ANZAC Day ceremony. Donburn hosting Rotary Student Public Speaking Evening, EarlyAct Club sponsored and supported by Rotary.*

- · *Kids Hope program continued supported by local church community.*

- · *Sustainability program led by a team of teachers and parent. Students growing vegetables and then cooking them. Sustainability leaders attending the Lead2 Sustain Conference sponsored by Manningham Council.*

- · *Year 6 Graduation at Donvale Christian College. Students and parents enjoyed this opportunity to celebrate and reflect on their journey through Donburn.*

Financial performance

The school has moved to operating in a Covid normal manner. PPE, air purifiers and Covid safe practices are part of the everyday experience. There are inherent costs now budgeted to cover these needs. We would also like to acknowledge the support received from our school community in paying parent contributions and supporting the fundraising efforts of the Parents and Friends committee. Without the continued support of our school community many of the upgrades to our resources, grounds, buildings and equipment would not be possible.

Some of the major works and expenditures undertaken in the past year have been:

- Ecliptic New fencing constructed around the carparks including child proof gates at all entrances.
- Carpet replacement in classrooms
- Replacement air conditioners for Hall and a replacement oven in the Canteen
- Purchase of new Chromebooks and iPads for classrooms and cases for iPads.
- Purchase of new charging carts for IT equipment above
- Fountas and Pinnell resources – Literacy
- Maths equipment and trolleys for each classroom
- Sporting equipment including impact pads for basketball posts
- Raised garden beds for the sustainability program.

**For more detailed information regarding our school please visit our website at
https://www.donburn.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 484 students were enrolled at this school in 2022, 225 female and 259 male.

62 percent of students had English as an additional language and NDP 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).
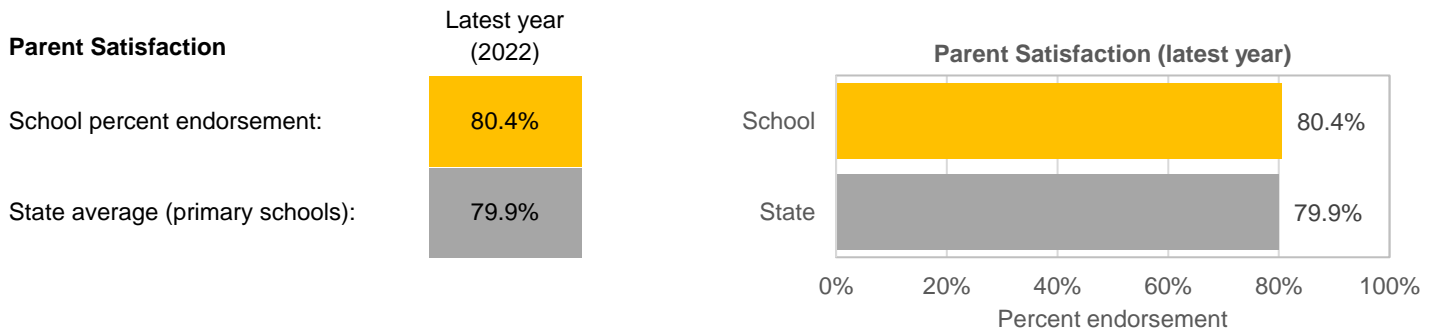
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

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.
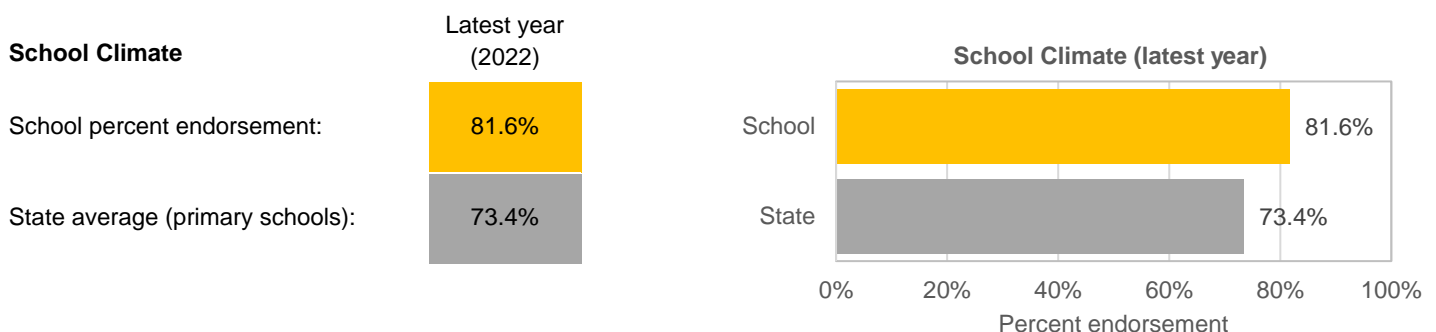
Parent Satisfaction	Latest year (2022)
School percent endorsement:	80.4%
State average (primary schools):	79.9%

Parent Satisfaction (latest year)

	Percent endorsement
School	80.4%
State	79.9%

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.

School Climate	Latest year (2022)
School percent endorsement:	81.6%
State average (primary schools):	73.4%

School Climate (latest year)

	Percent endorsement
School	81.6%
State	73.4%

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

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

English **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	97.7%
Similar Schools average:	93.7%
State average:	87.0%

English (latest (year) Years Prep to 6

School — 97.7%
Similar Schools — 93.7%
State — 87.0%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
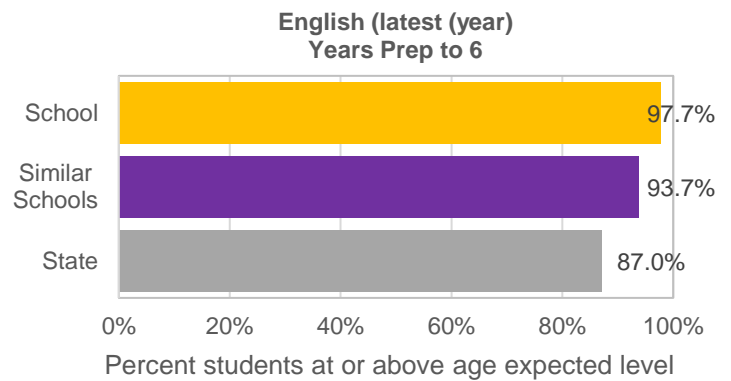
Mathematics **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	97.3%
Similar Schools average:	93.1%
State average:	85.9%

Mathematics (latest year) Years Prep to 6

School — 97.3%
Similar Schools — 93.1%
State — 85.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
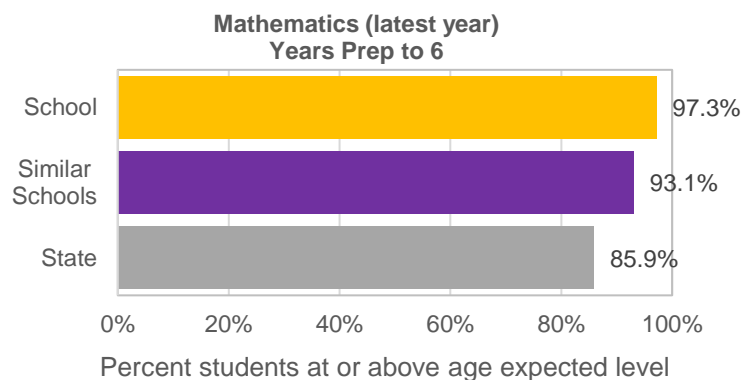
LEARNING (continued)

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 top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.
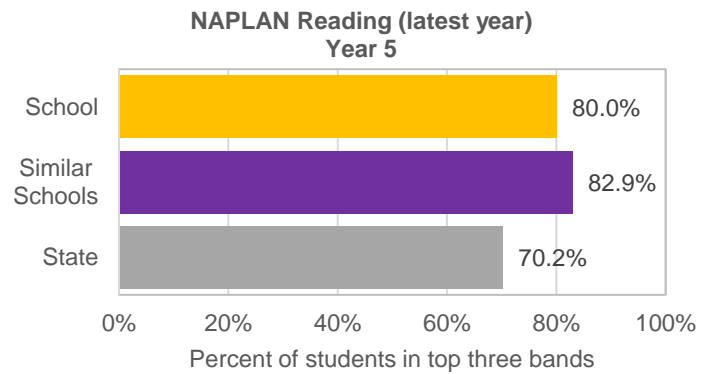
Reading **Year 3**	Latest year (2022)	4-year average
School percent of students in top three bands:	84.1%	86.1%
Similar Schools average:	89.6%	89.6%
State average:	76.6%	76.6%

NAPLAN Reading (latest year)
Year 3

School	84.1%
Similar Schools	89.6%
State	76.6%

Percent of students in top three bands
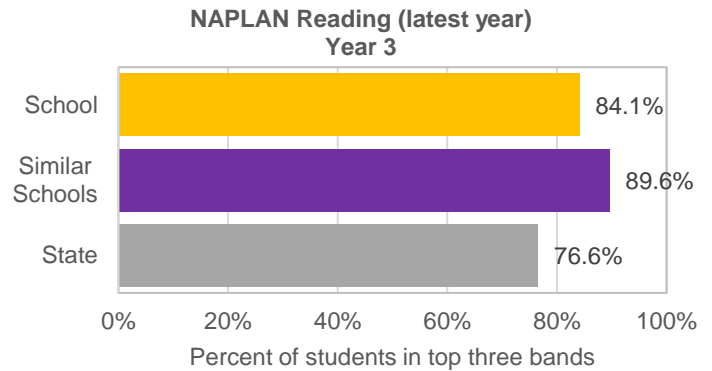
Reading **Year 5**	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	83.6%
Similar Schools average:	82.9%	84.0%
State average:	70.2%	69.5%

NAPLAN Reading (latest year)
Year 5

School	80.0%
Similar Schools	82.9%
State	70.2%

Percent of students in top three bands

Numeracy **Year 3**	Latest year (2022)	4-year average
School percent of students in top three bands:	80.6%	84.5%
Similar Schools average:	81.3%	84.1%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year)
Year 3

School	80.6%
Similar Schools	81.3%
State	64.0%

Percent of students in top three bands
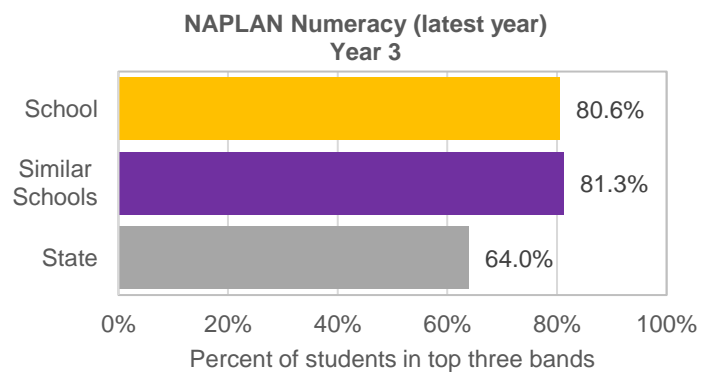
Numeracy **Year 5**	Latest year (2022)	4-year average
School percent of students in top three bands:	73.9%	79.6%
Similar Schools average:	76.6%	80.4%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year)
Year 5

|	
School	73.9%
Similar Schools	76.6%
State	54.2%

Percent of students in top three bands
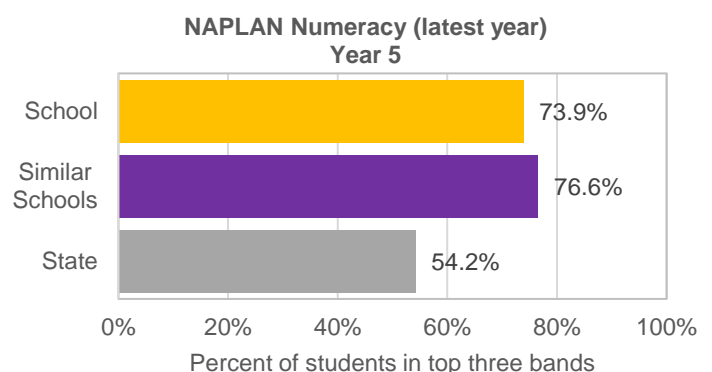
WELLBEING

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 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	82.6%	83.0%
Similar Schools average:	81.8%	83.0%
State average:	78.1%	79.5%

Sense of Connectedness (latest year) Years 4 to 6

|	Percent endorsement
School	82.6%
Similar Schools	81.8%
State	78.1%
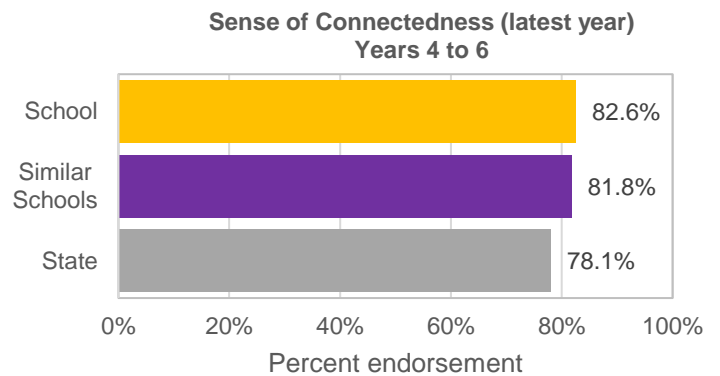
Student Attitudes to School – Management of Bullying

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 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	80.8%	79.9%
Similar Schools average:	76.6%	79.3%
State average:	75.8%	78.3%

Management of Bullying (latest year) Years 4 to 6

|	Percent endorsement
School	80.8%
Similar Schools	76.6%
State	75.8%
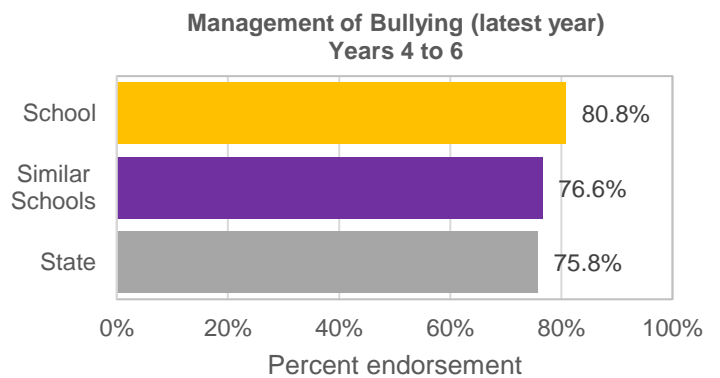
ENGAGEMENT

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 (2022)	4-year average
School average number of absence days:	20.2	15.6
Similar Schools average:	20.1	14.5
State average:	23.3	17.0

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	20.2
Similar Schools	20.1
State	23.3
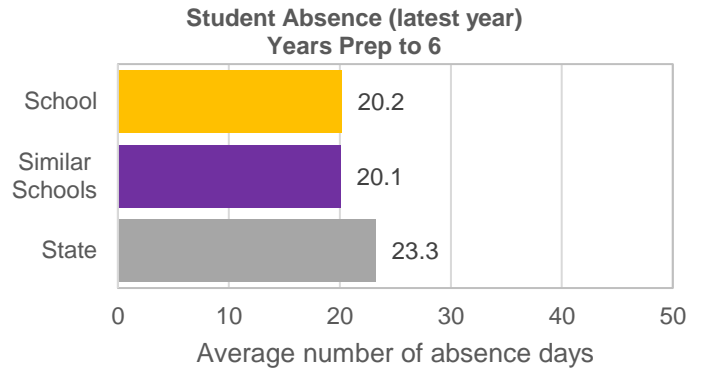
Attendance Rate (latest year)

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 (2022):	91%	89%	90%	90%	89%	90%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	$4,283,900
Government Provided DET Grants	$818,229
Government Grants Commonwealth	$7,800
Government Grants State	$17,199
Revenue Other	$13,385
Locally Raised Funds	$430,281
Capital Grants	$0
Total Operating Revenue	**$5,570,794**

Equity [1]	Actual
Equity (Social Disadvantage)	$29,400
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$29,400**

Expenditure	Actual
Student Resource Package [2]	$3,971,785
Adjustments	$0
Books & Publications	$7,306
Camps/Excursions/Activities	$198,282
Communication Costs	$8,751
Consumables	$115,582
Miscellaneous Expense [3]	$23,261
Professional Development	$24,377
Equipment/Maintenance/Hire	$178,526
Property Services	$87,161
Salaries & Allowances [4]	$186,025
Support Services	$136,841
Trading & Fundraising	$27,925
Motor Vehicle Expenses	$0
Travel & Subsistence	$115
Utilities	$44,748
Total Operating Expenditure	**$5,010,685**
Net Operating Surplus/-Deficit	**$560,109**
Asset Acquisitions	**$10,353**

(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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	$573,362
Official Account	$36,583
Other Accounts	$17,759
Total Funds Available	**$627,704**

Financial Commitments	Actual
Operating Reserve	$160,731
Other Recurrent Expenditure	$8,831
Provision Accounts	$0
Funds Received in Advance	$66,394
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$5,490
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$20,000
Capital - Buildings/Grounds < 12 months	$292,000
Maintenance - Buildings/Grounds < 12 months	$60,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$613,445**

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.