

2018 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 Regulation 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 2018 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 13 March 2019 at 12:30 PM by Julie Hoskin
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 23 March 2019 at 03:05 PM by Caitlin Green
(School Council President)

About Our School

School context

The school is located in East Doncaster and has 421 students. Our vision is to develop, in partnership with the whole community, a restorative, effective, caring and dynamic learning community. Our learning community is founded on an educational philosophy centred on the child and grounded in the belief that all students can learn and all students have the right to be challenged to fulfil their potential as lifelong learners.

At Donburn we see each student as an individual and develop programs that cater to their personal interests, abilities and learning styles. We assist our students to grow in a rapidly changing and increasingly technological and multicultural world.

The workforce comprises 2 Principal Class, 26 teachers and 18 Educational Support Staff.

Donburn Primary School is very proud of its 44 year history of 'providing a vibrant, attractive and safe teaching and learning environment, growing in harmony with the community.'

Framework for Improving Student Outcomes (FISO)

In 2018 the focus was to build teacher capacity in the teaching and learning of numeracy across the school and foster student well-being and inculcate pride and respect for the school and school community.

Under the Building Practice Excellence the Key Improvement Strategies were to embed a whole school approach to teaching and learning based on accurate assessment of student ability and the delivery of a differentiated curriculum to address the needs of every child and build the capacity of teachers to effectively collaborate, deliver and assess curriculum. The second Initiative was Empowering students and building school pride with the Key Improvement Strategies of promoting a whole school approach to student wellbeing and build student voice to improve individual student self-worth and resilience.

Achievement

Donburn Primary School is very proud of its positive learning environment. Our dedicated and talented staff inspire our students to achieve the highest possible academic standards while focusing on the needs of the individual.

Teacher judgements against the Victorian Curriculum show our students are performing at a higher level when compared to other Victorian government schools with similar background characteristics.

Our 2018 Year 3 & 5 results in the National Assessment Program (NAPLAN) in both Literacy and Numeracy continue to be excellent and show that our school makes a real difference in improving student performance.

The school has continued to work closely with our Literacy Consultant and continued working with Melbourne University with Maths.

Our music program facilitated by our talented music teacher has continued to add an exciting dimension to the learning experiences of all students. Students enthusiasm and confidence is enhanced through their participation in music. Small groups of students have performed at local kindergartens, primary schools, nursing homes and shopping centres!

In 2018 the school completed a major building project refurbishing the Foundation classrooms and toilets.

We are endeavouring to develop critical thinkers and passionate learners who will be able to move fluidly and confidently across cultures.

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. In all communication the school highlights the

importance of daily attendance for improved student learning.

Our students have a strong sense of student belonging and connectedness and the results of the Students Attitudes to School Survey show continued improvements in these areas comparable to other schools.

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 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. 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.

Wellbeing

Donburn Primary has a strong program in place to support the various transitions our students make.

Our Foundation students' transition to school was again aided by the excellent transition program conducted at the end of the year prior to their commencement. This is further enhanced with our Gymbus picnic evening welcoming new families to the school.

Strong communication links with our feeder preschools have been maintained. Our Foundation/Year 6 Buddy system has been an excellent program to develop social confidence in all the students.

Our Year 6 students enrolled at a range of local government, Catholic and Independent schools.

The Year 6 Graduation, plus emphasis in Public Speaking Skills in Term 4, assisted with the transition to secondary school.

The strong relationships we have established with our secondary feeder schools enable our students to make successful transitions.

Financial performance and position

The significant surplus has been carried forward from the past years in anticipation of the drop in numbers predicted for 2020 due to 90 students leaving from Year 6 in 2019 and the Foundation intake of approximately 55 - 60 students in 2020 so as to be able to maintain programs within the school. Also the intake of international students has helped create our healthy financial position.

The school's Equity Funding was \$8008 which was allocated to support learning outcomes of students in Year 3.

The school purchased iPads and notebooks at a cost of \$30 000 and also spent \$9 000 on staging and lighting in the hall.

The school council spent \$20 000 employing a handyman and groundsman to perform running repairs and maintenance on the buildings and grounds

In the 2017 State Government budget Donburn was allocated \$1.306 million to refurbish the Foundation classrooms, student toilets, raise the roof in the foyer and upgrade the entrance. The school will also be required to contribute to these works. This project has enhanced the learning environments for the students by creating flexible working areas for the Foundation students and creating a new learning space so all Foundation classes will be located in the same area

Performance Summary

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

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

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 441 students were enrolled at this school in 2018, 188 female and 253 male.

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

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	85.3	85.1	78.3	91.6

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.2	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	97.0	90.1	82.6	95.3	Higher
Mathematics	97.5	91.1	84.0	96.4	Higher

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	83.1	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	81.7	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	80.0	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	75.0	55.6	37.0	75.0	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	82.7	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	85.9	65.7	51.2	80.0	Higher
Year 5	Reading (4 year average)	80.1	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	80.7	54.8	39.2	71.4	Higher

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	25.4	44.4	30.2
Numeracy	31.7	44.4	23.8
Writing	14.5	50.0	35.5
Spelling	30.2	44.4	25.4
Grammar and Punctuation	23.8	49.2	27.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.4	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.3	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	92	92	92	92	92	91	91

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	86.4	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	86.6	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	81.9	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	82.3	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,457,744
Government Provided DET Grants	\$444,429
Government Grants Commonwealth	\$7,479
Government Grants State	\$341
Revenue Other	\$23,167
Locally Raised Funds	\$411,537
Total Operating Revenue	\$4,344,696

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,822
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,822

Expenditure	Actual
Student Resource Package ²	\$3,116,458
Adjustments	\$0
Books & Publications	\$6,705
Communication Costs	\$5,006
Consumables	\$76,206
Miscellaneous Expense ³	\$346,185
Professional Development	\$20,224
Property and Equipment Services	\$139,902
Salaries & Allowances ⁴	\$181,710
Trading & Fundraising	\$50,701
Travel & Subsistence	\$285
Utilities	\$45,216
Total Operating Expenditure	\$3,988,598
Net Operating Surplus/-Deficit	\$356,098
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$159,353
Official Account	\$29,044
Other Accounts	\$15,734
Total Funds Available	\$204,131

Financial Commitments	Actual
Operating Reserve	\$138,191
Other Recurrent Expenditure	\$7,155
Provision Accounts	\$0
Funds Received in Advance	\$46,688
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,049
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$4,720
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$203,804

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SCHOOL COMPARISON REFER TO?

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

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

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

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

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

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

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

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

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

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