

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

Attested on 18 March 2021 at 01:35 PM by Julie Hoskin (Principal)

The 2020 Annual Report to the school community:

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

Attested on 26 March 2021 at 04:12 PM by Caitlin Green (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

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

### School performance data

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

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

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

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

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

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

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

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

### School context

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 builds an understanding of student agency and provides students with the opportunity to make choices in what and how they learn and 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 31.0 full time effective (FTE) teaching staff including specialist teachers in reading recovery, 2 Tutoring Learning Initiative teachers, art, library, music, physical education and LOTE (Mandarin). There are also 9.6 FTE support staff.

### Framework for Improving Student Outcomes (FISO)

In the little time we have been at school in 2020, we were able to:

1. Conduct Peer Observations in Term 1.
2. Begin PLC Training with Leadership Team
3. Completed and analysed assessments using online tools such as; Essential Assessments (Maths and English), PAT R, PAT M, English Online Interview. After returning to school we completed further assessments in English including, Fountas and Pinnell, CARS assessment and Oral Language Assessment to direct future teaching. CATs (Common Assessment Task) have been used to gather data in Mathematics.

Team Leaders monitored all curriculum content during online learning to ensure student learning was maximised and in line with Victorian Curriculum. Team Leaders and teachers modified and adapted the Teaching and Learning Program to address the needs of all students through remote learning. Teachers used their knowledge and understanding of individual student's to tailor the Teaching and Learning Program and monitor progress throughout remote learning. Team Leaders met weekly with Leadership team to discuss Teaching and Learning Programs.

Leadership Team have participated in four modules of Professional Learning Communities training and will implement this approach throughout 2021. We will focus on an inquiry around the teaching of word study and enriching vocabulary. The Professional Learning Plan has been established for Term 1, 2021.

In 2020, we continued our strong focus on data conversations to inform teaching and learning. These mandated conversations occur weekly in Year Level Team Meetings. This will prove vital in establishing a tutoring program in 2021.

### Achievement

2020 has been a very challenging year. Due to the COVID crisis it has not been possible to follow the 2020 Annual Implementation Plan and measure success of the goals against the targets set out in the plan. NAPLAN was not available for the Year 3 & 5 students and the Years 4 - 6 students did not complete the Student Attitude to School Survey. In previous years these have been useful tools to measure student growth. Due to the need for the students to move to remote learning throughout Term 2 & 3 it has not been possible to work with further develop the capacity of teachers through peer observations and develop deeper build their understandings of the High Impact Teaching Strategies (HITS). The professional development program- Professional Learning Communities was postponed until Term 4 2020 and Term 1 2021. The Leadership Team have found this to be a rewarding professional development and feel energised to implement the program across the school in 2021.

The positive in education that has come out of this pandemic is the upskilling of teachers and students in the use of

technology to enhance student learning. Teachers have become more proficient in web development, use of video clips, use of video teaching and many other aspects of ICT. Students have become very proficient at navigating the website developed by their teachers and learning new skills to take with them in their future education.

**Engagement**

Throughout the pandemic the school was not only endeavouring to maintain the high educational standards expected at Donburn but also monitoring the welfare of all students. The EAL students were supported by a small team of teachers and educational support staff who contacted the students and their families at least once a week. The staff assisted the families to engage in the online learning and also set individual programs for these students when necessary.

There were also vulnerable students requiring staff to ring on a daily basis to monitor the students learning and welfare. There were also some families where the parents did not have the capacity for a variety of reason to support their children in remote learning. Although these families were offered support or encouraged to send their children to school they chose not to do so and these children were targeted in Term 4 2020 to receive extra learning support. This assistance will continue in 2021.

The learning specialist developed a program for Foundation students not flourishing with their reading. She upskilled a team of ES to work with these students a number of times a week. The results of this program were pleasing. The Government funding for tutoring students will be well received to target the learning of students needing extra support in 2021.

The Resilience Project partnership and SWPBS will support the Student Welfare focus. Implementation of PLC will enhance the teaching of word study in 2021.

**Wellbeing**

Student Welfare became more important throughout 2020 with students completing remote learning at home. Although we did not progress through all the goals for SWPBS there was some progress such as implementing the token system and setting up a handbook for staff outlining the program. There will be a strong emphasis on Student Welfare in 2021 and SWPBS will be a strong feature.

We have not been able to implement the SWPBS Key Improvement Strategy as students and staff were off site for such long periods of time. Whilst the SWPBS team met when required and the coach supported the school leader throughout lockdown, we were unable to make the progress required. When SWPBS team met, they analysed data and continued to develop a consistent approach to behaviour across the school.

Gerard Pearson (Coach) held a professional learning workshop with all staff where we discussed the implementation of the token system. Staff completed the SAS Survey. The Wellbeing team have worked on explicit lessons about SWPBS values that will be taught in 2021. The Wellbeing Leaders monitored all students, and in particular at-risk students during remote learning.

The SWPBS leader has had dedicated planning time to oversee the progress of the initiative throughout the year. Members of SWPBS team have worked on a SWPBS Staff Handbook. We have not been able to implement the SWPBS Key Improvement Strategy as students and staff were off site for such long periods of time.

The Cultural Understanding and Safety Training (CUST) training was cancelled and a new date has been booked for 2021.

**Financial performance and position**

Due to Covid restrictions spending was very different to previous years. A surplus has continued to be carried forward from the past years in anticipation of fluctuations in numbers from year to year due to the large numbers in the older years and the smaller Foundation intakes. The intake of international students was much lower in 2020 which impacted on our financial position.

Although the school was in lockdown for significant periods, day to day running costs i.e. electricity, gas and water costs were similar to previous years.

The school's Equity Funding was \$12,467 which was allocated to support learning outcomes of students in Year 5.

The school employed Dave Beasley to landscape two areas of the playground during lockdown for a total of \$15 700.

The school council spent \$33767.39 employing a handyman and gardener to perform running repairs and maintenance on the buildings and grounds. They planted gardens and established paths around the school, refurbished the work shed at the back of the school, reinstated TV screens, continued to build retaining walls around the playground to improve storm water concerns and upgraded the staff carpark.

There was no significant fund raising by Parents and Friends Association.

Canteen was closed for 3 terms and ran at a loss of \$3757.

**For more detailed information regarding our school please visit our website at**  
[www.donburn.vic.edu.au](http://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.

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 491 students were enrolled at this school in 2020, 231 female and 260 male.

50 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) which takes into account parents' occupations and education.

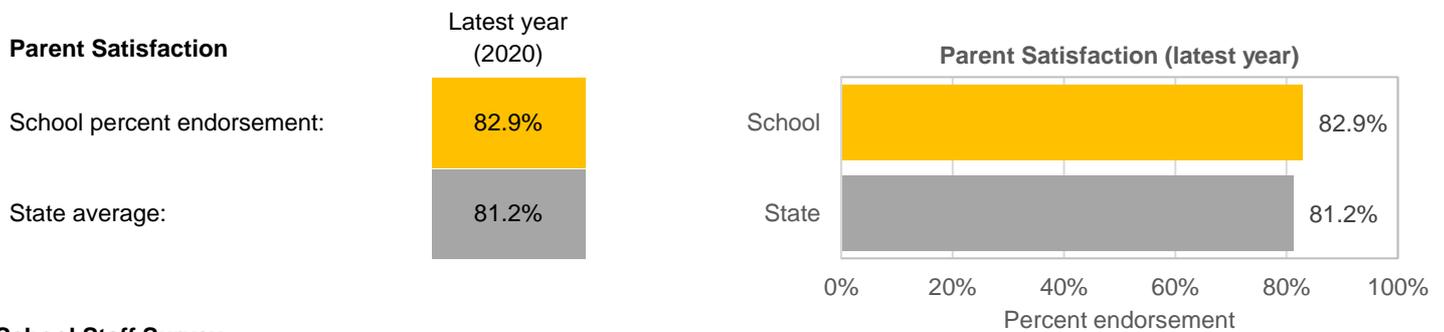
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

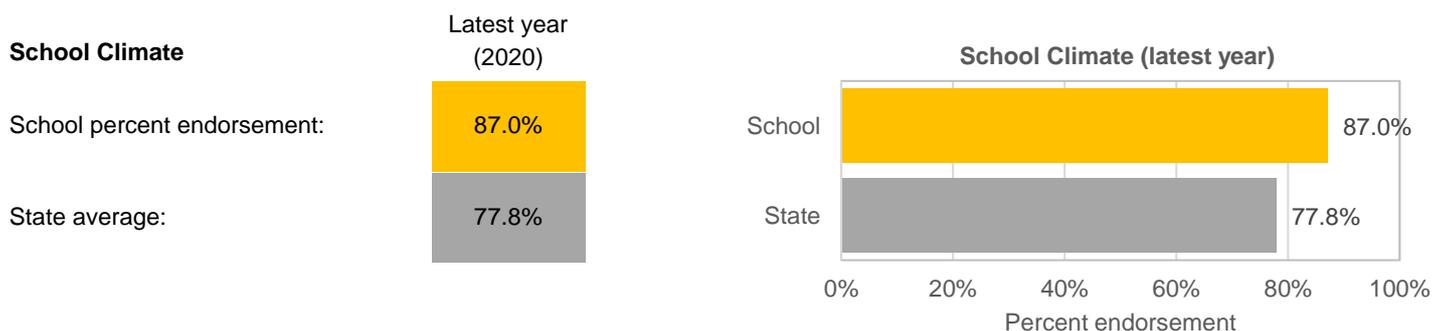


### School Staff Survey

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 Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

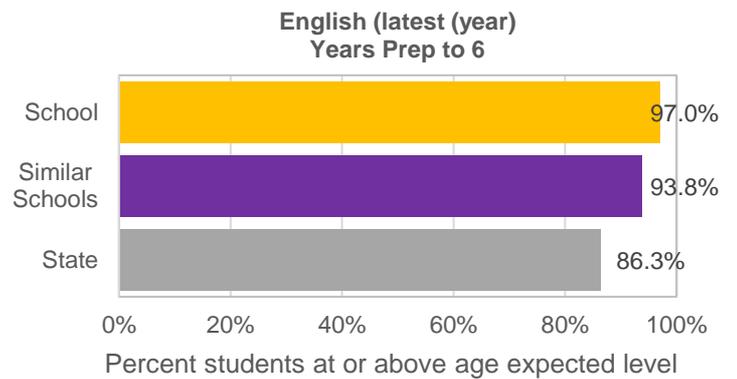
97.0%

Similar Schools average:

93.8%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

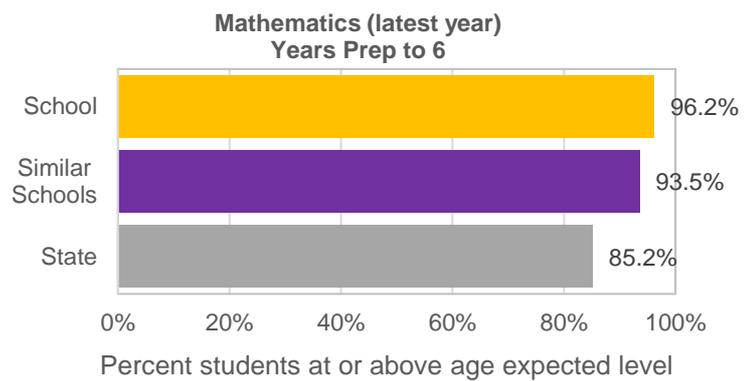
96.2%

Similar Schools average:

93.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

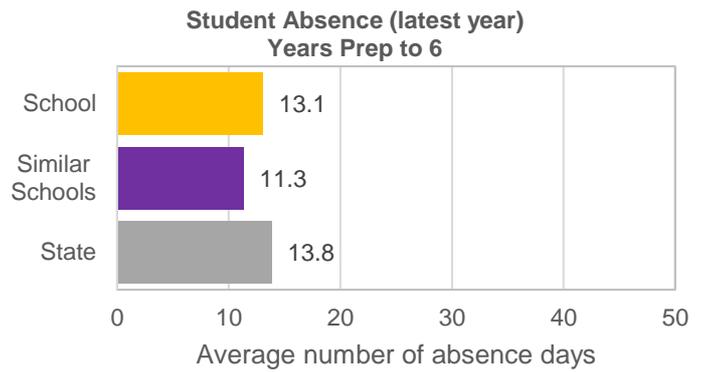
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.1	15.5
Similar Schools average:	11.3	13.3
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	93%	92%	95%	93%	93%	94%

## WELLBEING

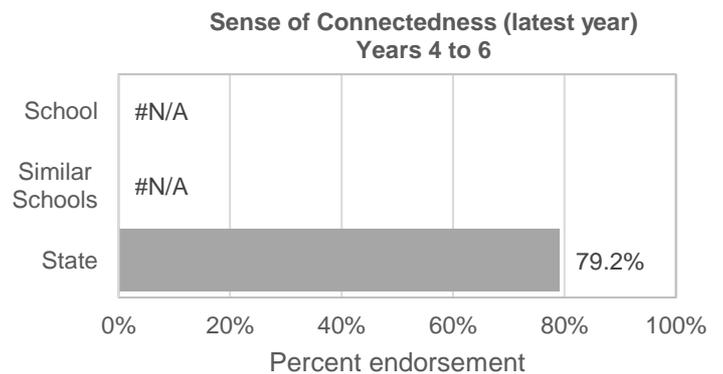
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	85.8%
Similar Schools average:	NDP	83.2%
State average:	79.2%	81.0%



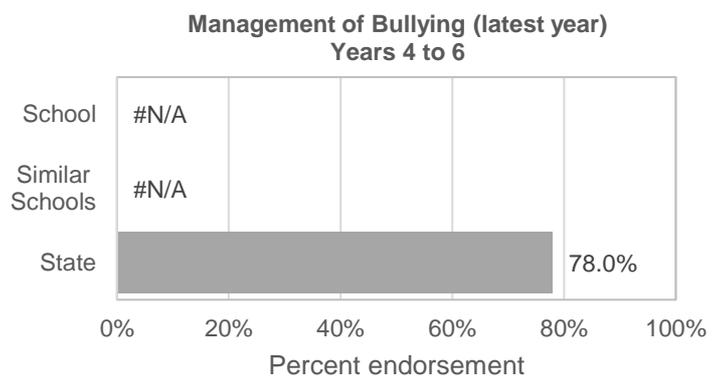
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	82.7%
Similar Schools average:	NDP	81.8%
State average:	78.0%	80.4%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,084,870
Government Provided DET Grants	\$515,650
Government Grants Commonwealth	\$7,411
Government Grants State	NDA
Revenue Other	\$6,329
Locally Raised Funds	\$197,085
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,811,345</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$25,027
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$25,027</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,648,828
Adjustments	NDA
Books & Publications	\$1,100
Camps/Excursions/Activities	\$38,986
Communication Costs	\$5,204
Consumables	\$56,159
Miscellaneous Expense <sup>3</sup>	\$24,214
Professional Development	\$11,730
Equipment/Maintenance/Hire	\$66,340
Property Services	\$174,426
Salaries & Allowances <sup>4</sup>	\$159,831
Support Services	\$21,174
Trading & Fundraising	\$13,272
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$107
Utilities	\$41,371
<b>Total Operating Expenditure</b>	<b>\$4,262,741</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$548,604</b>
<b>Asset Acquisitions</b>	<b>\$5,450</b>

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$311,536
Official Account	\$23,492
Other Accounts	\$15,737
<b>Total Funds Available</b>	<b>\$350,766</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$75,445
Other Recurrent Expenditure	\$5,160
Provision Accounts	NDA
Funds Received in Advance	\$82,500
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$5,756
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$52,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$94,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$314,861</b>

*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.*