

2021 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2022 at 11:53 AM 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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- 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 29 March 2022 at 10:48 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, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for 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).

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

Considering COVID-19 when interpreting the Performance Summary

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

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

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 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)

A School Review was scheduled for 2021. Due to the lockdown restrictions the review progressed online using the WebEx platform. The reviewer Diana Matheson was very thorough in her assessment of the school praising all the positive aspects of the previous 4 years and leading the review panel to make informed suggestions of areas to develop further in our future strategic plan.

The School Review process was an opportunity for all stakeholders to analyse and reflect on performance over the past 4 years. Staff, parents & students were all given opportunities to participate. All involved found this to be a rewarding process and relished the chance to make plans for the next 4 years to improve the learning outcomes for all the students.

Year level teams worked together to produce, and present high quality learning opportunities for the students at home during remote learning. They were ably supported in the WebEx meetings by the specialist teachers and Education Support Staff. A very comprehensive on-site teaching program was provided for vulnerable students and children of essential workers. The specialist teachers and Education Support staff worked with students throughout this period at school assisting them with the online program.

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 throughout remote learning. Teachers used their knowledge and understanding of individual students to tailor the Teaching and Learning Program and monitor progress throughout remote learning. Team Leaders met weekly with the Leadership team to discuss Teaching and Learning Programs.

The School Improvement Team completed their Professional Learning Community training and a successful PLC on tiers of vocabulary was completed. The success of this PLC was reflected in the NAPLAN results that showed an improvement in the Writing results in Year 3 & Year 5.

Achievement

2021 was another challenging year. Due to the COVID crisis it was not possible to follow the 2021 Annual Implementation Plan and measure success of the goals against the targets set out in the plan. The Year 3 & 5 students completed NAPLAN. Students in Years 4 - 6 students completed the Student Attitude to School Survey. In previous

years these have been useful tools to measure student growth.

The professional development program- Professional Learning Communities was completed and one PLC cycle completed by all staff with excellent results that were reflected in the NAPLAN writing results.

All teachers completed and analysed assessments using online tools such as; Essential Assessments (Maths and English), PAT R, PAT M and the 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) were used to gather data in Mathematics.

In 2021, we continued our strong focus on data conversations to inform teaching and learning. These school mandated conversations occur weekly in Year Level Team Meetings.

The Tutor Learning Initiative has been an excellent innovation, assisting students who struggled the most during remote and flexible learning. The program allowed for Donburn to recruit two tutors who worked 0.6 days a week with small groups of students up to three times a week. The learning outcome results were excellent. The tutors worked not only worked with students requiring extra assistance with their learnings due to disrupted learning but also developed a challenging program for a group of highly able students with a Science focus.

The positive outcomes for education from 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 conferencing to teach 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. This has followed through into daily classroom teaching using Google Classrooms.

Engagement

With online learning in 2021 the teachers challenge was to differentiate the learning for students to cater for their individual needs. They implemented a variety of strategies that were appropriate for different year levels. At times teachers worked with small groups and at other times the WebEx meeting was left open to work with individual students at their point of need.

Throughout the second year of 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 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 2021 to receive extra learning support. This assistance will continue in 2022.

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 was 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 writing in 2022.

Wellbeing

Student Welfare continued to be a primary focus throughout 2021, although students completed another year of remote learning at home. Donburn attempted to meet our goals for SWPBS despite being met with new challenges. We experienced progress in creating lessons based on our school expectations and continued to acknowledge positive behaviour with our rewards system. There was a strong emphasis on Student Welfare in 2021 and SWPBS was a strong feature.

Throughout the year the SWPBS team met on a fortnightly basis when at school and continued to work towards goals

and analyse data. The coach Daniel Ioannides supported the school leader throughout the lockdown and continued to meet regularly with the SWPBS school leader, Julie-Anne Tseregounis. Team members also attended a data workshop run by Daniel. The SWPBS team have worked on explicit lessons about Donburn's expectations that will be taught in 2022.

The SWPBS leader has had dedicated planning time to oversee the progress of the initiative throughout the year. As part of an induction process for new teachers our Wellbeing Learning Specialist, Jess Bullen presented the new teachers with the staff hand book and our expectations for SWPBS.

We have not been able to implement the SWPBS Key Improvement Strategy to its full effect as students and staff were off site for such long periods of time in 2021. An SWPBS PL has been organised for March 2022 with two external coaches from the department.

The Wellbeing Leaders monitored all students, and in particular at-risk students during remote learning. There was a strategic approach set up to contact students not engaging with the program or at risk. These students were contacted regularly to check in or assist with their learning on a one-on-one basis. Work was delivered to families where necessary.

Finance performance and position

Covid again had a significant effect on our spending habits in 2021. A surplus was again carried forward from the previous year. This will help with the payment of our ongoing expenses, electricity, gas, water which are consistent despite the school not running onsite classes. Our overall running expenses despite lockdowns and working from home have remained close to budget as when we return to onsite learning there were increased expenses relating to activities and events to re engage children as well as the extra expense related to ensuring a safe COVID environment at school. We have continued to invest in IT equipment, upgrading iPads and laptop computers for students in 2021. During 2021 we were unable to accept short term international students which had a financial impact however this was not as significant as in 2020 as it was taken into account when preparing budgets for the 2021 year. Permanent international student numbers have remained consistent.

The schools Equity Funding was \$13,368 which was allocated to supporting a group of year 6 students. Major works undertaken around the school included replacing carpeting in the main school building classrooms, refurbishment of the school canteen and capital works upgrading staff facilities (toilets and staffroom) and the student sickbay. School Council continue to employ a handyman and gardener who help to maintain facilities around Donburn Primary School.

Despite the COVID environment our Parents and Friends were able to raise \$10,760 holding events at short notice to fit in between lockdowns.

Covid uncertainty lead to our canteen running at a loss of \$3,482.

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.

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 475 students were enrolled at this school in 2021, 221 female and 254 male.

56 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).

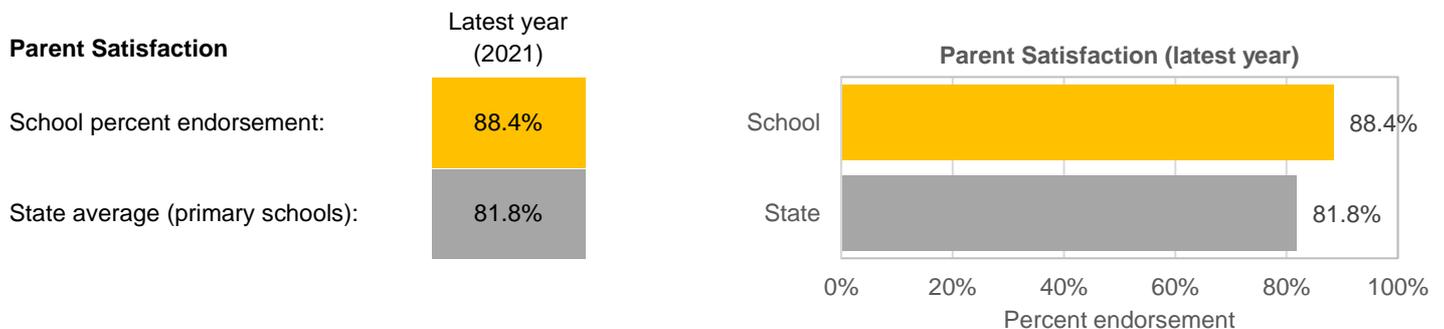
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

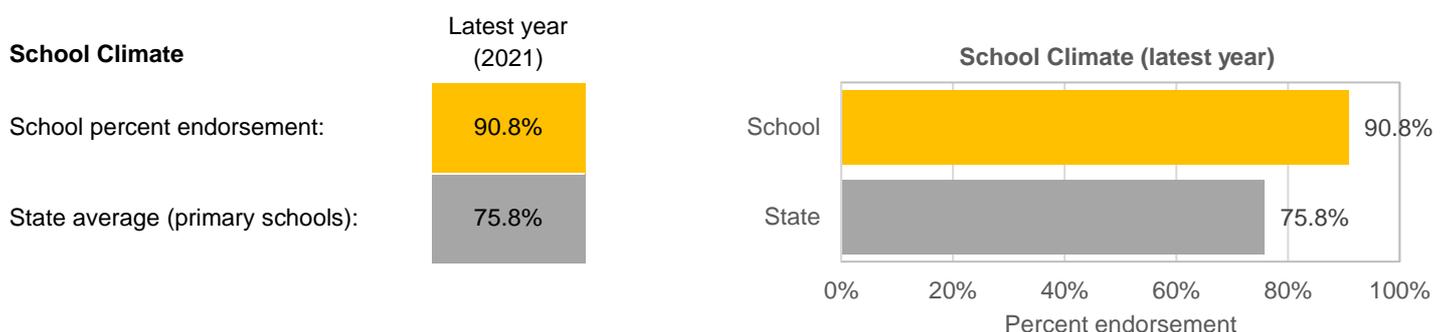


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

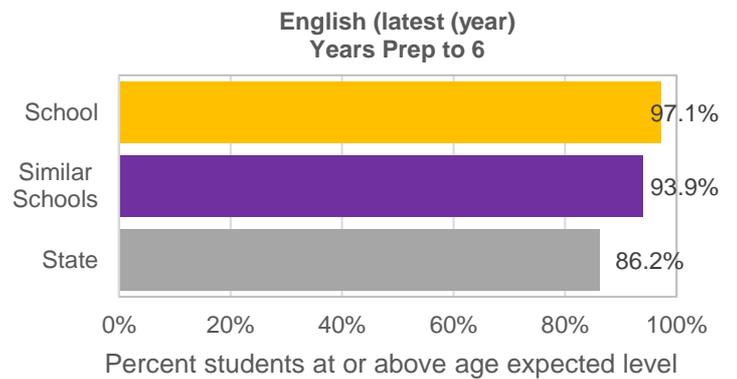
97.1%

Similar Schools average:

93.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

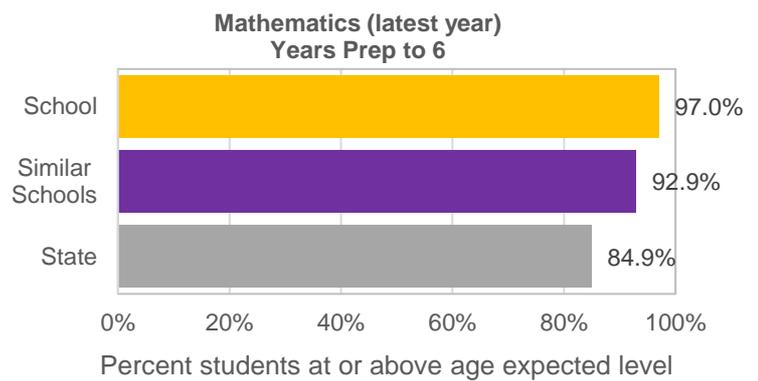
97.0%

Similar Schools average:

92.9%

State average:

84.9%



ACHIEVEMENT (continued)

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

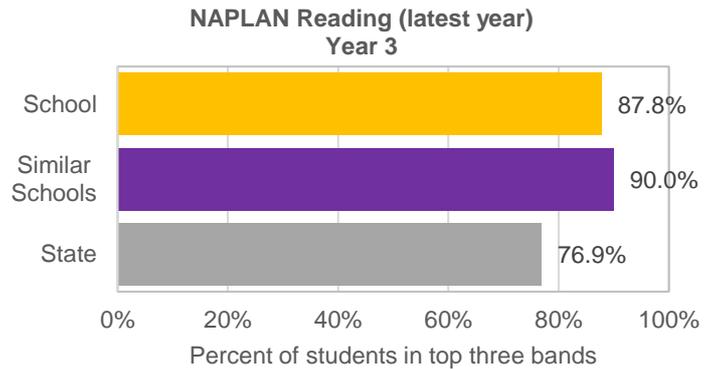
NAPLAN

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

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

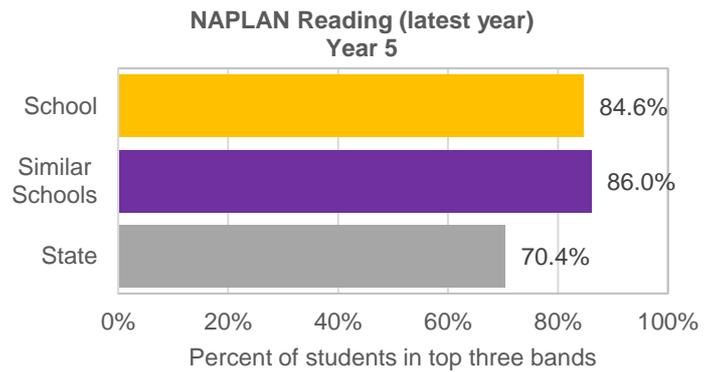
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.8%	85.6%
Similar Schools average:	90.0%	89.0%
State average:	76.9%	76.5%



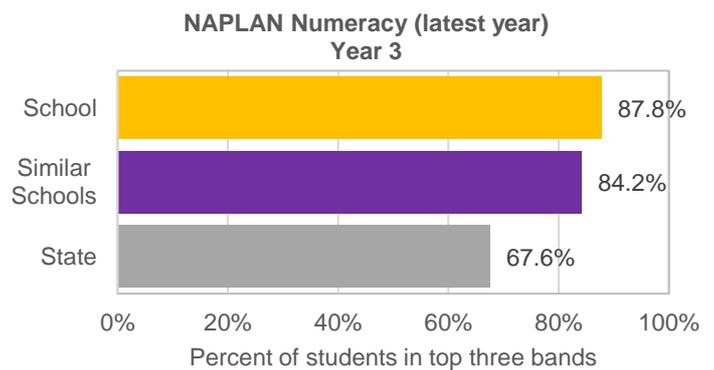
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.6%	83.4%
Similar Schools average:	86.0%	82.0%
State average:	70.4%	67.7%



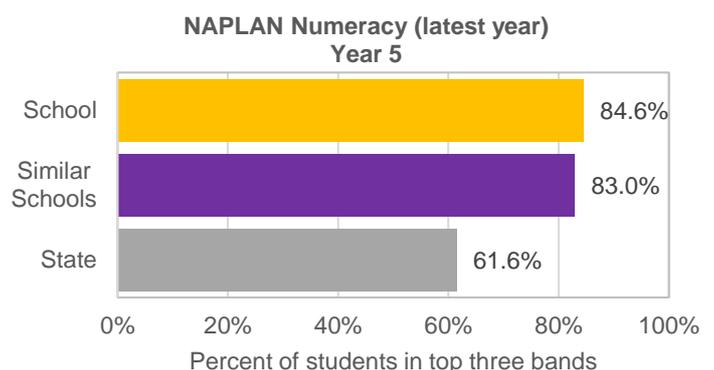
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.8%	84.7%
Similar Schools average:	84.2%	85.1%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.6%	79.7%
Similar Schools average:	83.0%	80.0%
State average:	61.6%	60.0%



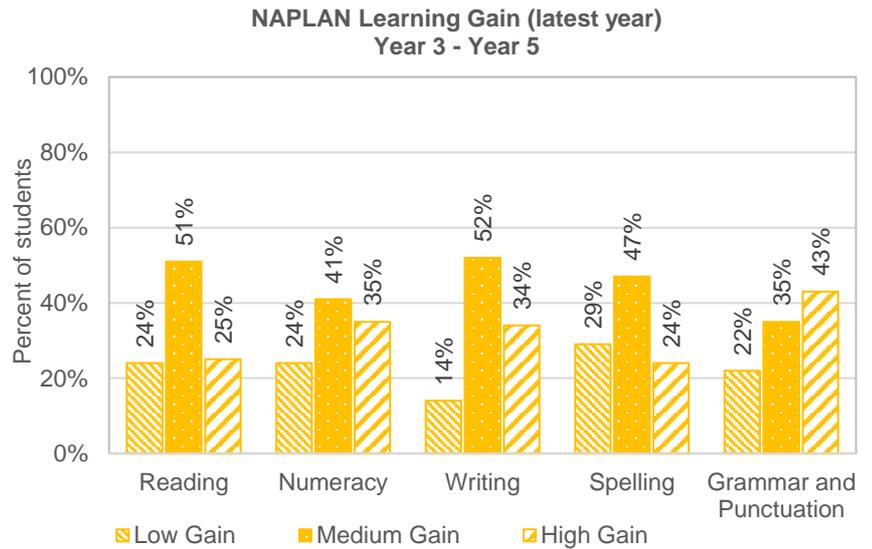
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	51%	25%	32%
Numeracy:	24%	41%	35%	36%
Writing:	14%	52%	34%	36%
Spelling:	29%	47%	24%	32%
Grammar and Punctuation:	22%	35%	43%	37%



ENGAGEMENT

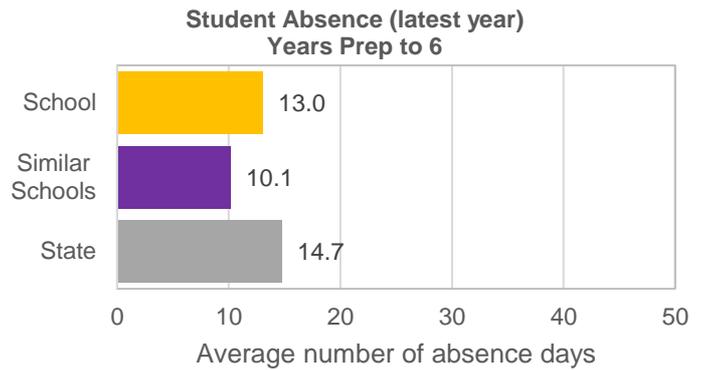
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.0	14.6
Similar Schools average:	10.1	12.2
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	94%	93%	94%	94%	94%	92%

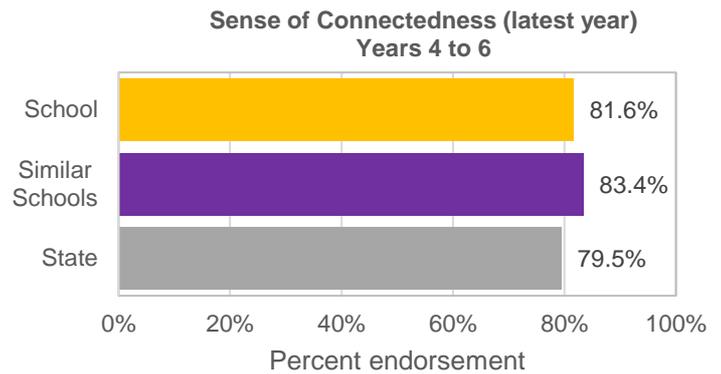
WELLBEING

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 (2021)	4-year average
School percent endorsement:	81.6%	84.3%
Similar Schools average:	83.4%	83.3%
State average:	79.5%	80.4%

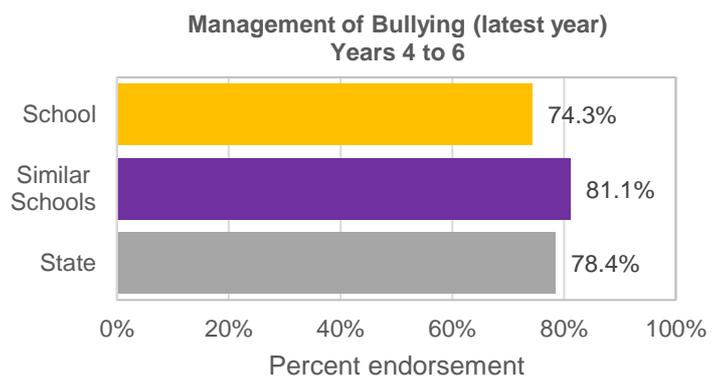


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	74.3%	80.3%
Similar Schools average:	81.1%	81.8%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,281,830
Government Provided DET Grants	\$414,974
Government Grants Commonwealth	\$9,200
Government Grants State	\$137,926
Revenue Other	\$7,045
Locally Raised Funds	\$340,046
Capital Grants	\$0
Total Operating Revenue	\$5,191,021

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,814
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$26,814

Expenditure	Actual
Student Resource Package ²	\$3,805,669
Adjustments	\$0
Books & Publications	\$1,090
Camps/Excursions/Activities	\$149,569
Communication Costs	\$7,068
Consumables	\$75,264
Miscellaneous Expense ³	\$29,693
Professional Development	\$22,889
Equipment/Maintenance/Hire	\$93,139
Property Services	\$70,179
Salaries & Allowances ⁴	\$134,375
Support Services	\$60,497
Trading & Fundraising	\$16,324
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,058
Total Operating Expenditure	\$4,502,814
Net Operating Surplus/-Deficit	\$688,207
Asset Acquisitions	\$168,174

- (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 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$363,596
Official Account	\$16,777
Other Accounts	\$15,739
Total Funds Available	\$396,112

Financial Commitments	Actual
Operating Reserve	\$107,715
Other Recurrent Expenditure	\$8,558
Provision Accounts	\$0
Funds Received in Advance	\$65,646
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,678
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$43,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$152,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$381,597

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.