2025 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 (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 19 March 2026 at 11:43 AM by Suzanne Fuller (Principal)

- As executive officer of the school council, I attest that this 2025 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 19 March 2026 at 11:44 AM by Suzanne Fuller (Principal)

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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

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 programs incorporating the Victorian Teaching and Learning Model 2.0 with an emphasis on explicit teaching. 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 1.60 (EFT) Assistant Principals, and 31.33 (EFT) teaching staff including specialist teachers in English as an Additional Language (EAL), Tutoring Learning Initiative teacher, Art, Library, Music, Physical Education and LOTE (Mandarin). There are also 6.85 FTE support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

2025 started with the full time assistant principal accepting an acting role at another school and the appointment of an acting assistant principal to fill his position. Commencing Term 2, 2025 the substantive principal took leave for the remainder of the year and one of the assistant principals was appointed as acting principal. There continued to be a strong focus on numeracy. A new mathematics instructional model based on the VTLM 2.0 was embeded a "Daily Review" was incorporated into the beginning of every mathematics lesson. An important focus of the mathematics model was improving teachers' understandings of explicit teaching in the learning of new Maths concepts. Teachers continued to develop their skills and understandings when analysing data in mathematics to inform future teaching and learning. Select Donburn Year 5 & 6 students continued to be challenged with Maths Olympiad. Maths Games and Maths Explore was introduced for Year 3 & 4 students. We participated in the Maths Talent Quest organised by the Maths Association.

During Term 4, the art specialist was released to work with a group of high achieving Year 6 art students. They worked collaboratively to design and paint a mural on a shipping container.

NAPLAN results continue to be strong and significantly higher than the state average. The Year 3 students achieved results higher than the state average in numeracy and literacy with 88% of students in the strong to exceeding bands in reading and 85% of students in the strong to exceeding bands in numeracy.

Year 5 students achieved results higher than the state average in numeracy and literacy with 90% of students in the strong to exceeding bands in reading and 91% of students in the strong to exceeding bands in numeracy.

The principal, assistant principals and leaders continued 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. At the beginning of 2025 a new PLC leader was appointed and Donburn staff continued to embrace 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.

Our continued partnership with Monash University Virtual School has provided challenging STEM (Science, Technology, Engineering and Maths) activities for the students. This program was extended to include Year 3 and Year 5 students.

Wellbeing

Student wellbeing continued to be a primary focus throughout 2025. The Restorative Approach, School Wide Positive Behaviour Support (SWPBS) and Respectful Relationships continued to underpin our wellbeing programs. Throughout the year the SWPBS team met regularly and continued to work towards wellbeing goals and analyse data. Students met their token targets and had celebration days throughout the year. The wellbeing Learning Specialist took on the role of SWPBS leader and had dedicated planning time to oversee the progress of the initiative throughout the year.

Student wellbeing continued to be the number one agenda item in staff briefings and year level team meetings.

Year 5 Peer Mediators were trained to support younger students in the yard during recess and lunchtimes.

Lunchtime clubs were introduced including mindfulness, outdoor games, gardening and lego and board games, providing supervised activities requiring a break from the busyness of the school ground or support to navigate play.

Engagement

Student absences of more than 20 days were lower than similar schools, network and state averages.

There was a slight improvement in student attendance comparing 2024 and 2025 data in the 90 - 100% range.

2024 - 68%

2025 - 71%

Student Attendance for Donburn PS was higher than similiar schools, network and state averages.

Strategies to improve student attendance

Students who were planning to be absent for more than 5 days on family holidays etc. were provided with homework plans to be completed during their absence.

Classrooms were opened at 8.45 daily and classroom teachers available to welcome students into the classroom with "soft launch" activities provided for all students to start the day.

The wellbeing learning specialist and leadership team were available and visible in the school ground before school to support students finding the transition to school difficult.

Unexplained absences of more than a day were followed up with phone calls home by classroom teachers and leadership.

The library was also open from 8.30 am 2 days a week for students to come in and browse or borrow with their parents.

Lunchtime clubs provided students with an alternative to being outside all lunchtime and supported students who were feeling overwhelmed by the busyness of the playground.

Other highlights from the school year

* Foundation/Year 6 family picnic to welcome the new families with games and activities on the oval.

* Visit from the Chinese Lion to celebrate Chinese New Year.

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

* All Year 5/6 students had the opportunity to perform in the Musical Production - "Eureka" based on real life events in the Victorian goldfields.

* In June - Year 3 & 4 camp to Yarra Junction and in October Year 5 & 6 to Neerim East.

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

* End of year outdoor concert with a 1980’s theme and Christmas songs.

* Parents and Friends events such as Colour Run, 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 students participated in Rotary Student Public Speaking Evening, EarlyAct Club sponsored and supported by Rotary.

* Kids Hope program continued supported by local church community.

* 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

In 2025 despite a tightening economic environment Donburn families continued to contribute financially to our school, either via parent contributions or their support of the various fundraising activities held. With these contributions we have continued to update our equipment and resources including our building and grounds and in so doing we ensure that Donburn is a school of choice for families in the area.

In the 2025 year this financial support of Donburn Primary School has enabled us to

· Continue to update the new Chromebook Computers, iPads and other Information Technology equipment used daily by our students. In this way children are not working on outdated equipment.

· Replace air conditioners in classrooms to ensure the learning environment is comfortable.

· Continue a painting programme to ensure the school is maintained and wall protected.

· Undertake glazing works in the office area which has kept the area both cool in summer and warmer in winter while also providing a quiet working space.

· Continually purchase new library books and other classroom resources for Maths and Literacy as well as resources for Art and equipment for Music and Physical Education.

· Install a CCTV system around our school.

Build a new Foundation Playground.

For more detailed information regarding our school please visit our website at https://donburn.vic.gov.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 531 students were enrolled at this school in 2025, 258 female and 272 male. 65% had English as an additional language and NDA 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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**80.0%**
	Similar schools	86.0%
	State	82.0%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**82.2%**
	Similar schools	79.5%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**97.7%**
	Similar schools	94.5%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**98.0%**
	Similar schools	93.6%
	State	84.2%

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**88.0%**	**89.0%**
	Similar schools	83.9%	85.3%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**90.7%**	**89.5%**
	Similar schools	89.0%	89.4%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**91.3%**	**89.0%**
	Similar schools	83.5%	84.5%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**93.0%**	**91.1%**
	Similar schools	89.3%	88.8%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**80.8%**
	Similar schools	82.3%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**88.9%**
	Similar schools	86.5%
	State	74.0%

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**72.5%**	**79.5%**
	Similar schools	81.3%	81.9%
	State	77.1%	77.3%

Student Attitudes to School – Managing Bullying

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

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**69.2%**	**78.1%**
	Similar schools	77.6%	77.5%
	State	76.4%	75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	**School**	**16.6**	**17.8**
	Similar schools	17.2	17.8
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	**School**	**91.6%**	
Year 1	**School**	**92.3%**	
Year 2	**School**	**91.9%**	
Year 3	**School**	**93.0%**	
Year 4	**School**	**91.3%**	
Year 5	**School**	**91.3%**	
Year 6	**School**	**90.1%**	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	$5,186,383
Government Provided DET Grants	$750,838
Government Grants Commonwealth	$368
Government Grants State	$0
Revenue Other	$25,907
Locally Raised Funds	$442,949
Capital Grants	$0
Total Operating Revenue	**$6,406,445**

Equity	Actual
Equity (Social Disadvantage)	$26,989
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$26,989**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$4,846,734
Adjustments	$0
Books & Publications	$2,274
Camps/Excursions/Activities	$230,306
Communication Costs	$5,857
Consumables	$74,635
Miscellaneous Expenses[2]	$55,982
Agency Staff	$0
Professional Development	$17,342
Equipment/Maintenance/Hire	$93,540
Property Services	$74,337
Salaries & Allowances[3]	$524,952
Support Services	$3,373

Expenditure	Actual
Trading & Fundraising	$9,320
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$55,515
Total Operating Expenditure	**$5,994,166**
Net Operating Surplus/-Deficit	**$412,279**
Asset Acquisitions	**$124,270**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$347,610
Official Account	$28,588
Other Accounts	$18,595
Total Funds Available	**$394,793**

Financial Commitments	Actual
Operating Reserve	$191,239
Other Recurrent Expenditure	$28,308
Provision Accounts	$0
Funds Received in Advance	$53,755
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$65,000
Capital - Buildings/Grounds < 12 months	$50,000
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$388,301**

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