

2020 Annual Report to The School Community



School Name: Doncaster Primary School (0197)



- 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 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 26 April 2021 at 12:35 PM by James Hill (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 27 April 2021 at 04:22 PM by Carl Michael (School Council President)

How to read the Annual Report

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.

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.

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)

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. 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.

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

SCHOOL PROFILE

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.

Doncaster Primary School has a long and rich history, dating back to 1863. Located in the City of Manningham, it occupies the same 2.63 hectare site, but now with state-of-the-art facilities. A strong commitment to sustainability and a sense of community.

A total of 492 students were enrolled at this school in 2020, 224 female and 268 male.

56 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

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. The SFOE is 0.2309

At Doncaster Primary School we aim to achieve high levels of individual growth while utilising student data to inform teaching and learning. We built supportive partnerships within and beyond DPS to enhance a strong culture of engagement and wellbeing to the benefit of student learning.

Doncaster Primary school demonstrated a strong belief in and commitment to providing a safe, secure and enriched learning environment for our students and we have a clear focus on catering for a diverse range of students at their point of need.

The student achievement focus is to build upon current practice by refining, implementing and embedding a whole school approach to teaching and learning and curriculum development across the school. We strive for excellence in teaching and learning in all areas of the school.

The school's values – Determination, Pride and Success are at the centre of all the work within the Doncaster Primary School learning community, ensuring a safe, orderly and inclusive environment for all students. The Living the Values – The Ways We Want to be Treated document and explicitly articulate the expectations of our students, teachers and parents. We are located in Council Street, Doncaster in the City of Manningham. The school still occupies the original site, situated in the midst of the Doncaster Hill development, between the City of Manningham Offices and Westfield. The school has developed close links with the City of Manningham, having four usage agreements including an Artists Fence built with a Community Grant, a staff carpark, a bike path and a land swap, which will provide enhanced play areas. Links with the Doncaster Community Church employ a School Chaplain, run a Kids Hope Mentoring Program, Food for Families and share facilities.

The current enrolment of 500 students is representative of a wide range of cultural backgrounds. The school embraces an inclusive culture and this culture is enhanced by the regular hosting of overseas students and enrolment of international fee-paying students. We also acknowledge the original custodians of the school on which our school stands the Wiradjuri people and at every assembly, we pay respects to their people both past and present.

The school is structured in single year level classes. Specialist teaching areas include Visual Arts, Performing Arts Programs, Library, Cultural Studies, LOTE (Mandarin) and Physical Education. Program provision is enhanced through the delivery of a wide range of enrichment programs including opportunities for students to develop leadership skills.

The school is very well positioned to enter a new and invigorating period of sustained school improvement. It is expected with an energised focus on building the Doncaster Primary School Instructional Model students will achieve higher levels of individual growth into the future. This work will be facilitated through strengthening data and digital literacy and building the capacity of staff to better collate, analyse and use data to inform teaching and learning.

Building supportive partnerships within and beyond the community will also enhance the strong culture of engagement

and wellbeing to the benefit of student learning.

Doncaster Primary School provides an attractive, well resourced environment. Our staff are highly professional, committed, caring and effective. We value and work closely with our parents because together we are better.

Framework for Improving Student Outcomes (FISO)

The intent of 2020 was highly focused on continuing with our school improvement journey consistent with the FISO dimension of 'Building Practice Excellence', specifically build teacher capacity through development of a whole school peer observation, coaching and feedback model – evaluate impact on learning. Whilst this intent was somewhat thwarted by the impact of Covid19 and the introduction of remote learning, it was by no means derailed. We worked to reimagine our instructional model and assessment processes and practices so that the effective use of ICT became core to this work. This, in turn, redirected some of our AIP goals with particular consideration to our targeted professional learning. In order to ensure, effective curriculum delivery and assessment practices during the remote learning period, our staff professional learning became focused on developing ICT proficiency in the following platforms - WebEx, Compass Learning Tasks, Click View, virtual library and virtual bookshelf and how best to leverage Google platforms. The staff did considerable professional learning based on the work of Dylan Wiliam.

The school improvement team (SIT) reviewed the DPS individual education plans that are used for PSD, Koorie, extension and support across the school and uploaded to Chronicle on Compass. The SIT monitored curriculum and planning documentation on Google Drive. With COVID it was problematic to attend other team planning meetings to provide ongoing support and expert advice in regard to effective curriculum planning and documentation. However all teams increased their planning times over the remote learning period to ensure differentiation and connections with students in their levels.

All staff including ES were working with vulnerable children and working one to one to support their learning on line. The Chaplain worked closely with families to ensure the connection remained strong.

Some interesting facts from term 3 during Covid-19 lock down are:

Total number of Webex meetings(Lessons) Prep t level 6 = 2426

Average number of webex meetings a week = 303

Number of videos made by the DPS staff posted to support the learning = 134

Number of minutes in Webex class meetings/ lessons = 91804

Number of wellbeing phone calls to students and families - 1706

Number of parent meetings hosted on webex = 187

Number of newsfeeds posted = 168

Number of letters posted = 1195

number of devices borrowed = 88

number of online learning tasks = 2399

average number of online tasks per level = 42

Teachers displayed clear learning intentions and success criteria in both face to face and remote learning for all areas of the curriculum they all had documented planners and units of work with clear learning intentions and success criteria for each lesson and all teachers have a clear understanding of how to set goals for Individual Educational Plans and they conducted a mix of online and face to face SSGs with a PCO present

The PCOs successfully completed 53 hours of PL to ensure that they are accredited GROWTH coaches. The skills attained enable a new level of conversations and giving of feedback to work toward improvements and identified teacher goals.

The GROWTH coaching feedback model is what has been adopted for use across DPS.

Peer observation templates and set of protocols to consistently manage all observations have been trialled and will be further refined as coaching progresses.

Increasingly, students have conversations with teachers about their interests, likes, dislikes, the way they learn best etc. so that the teacher can take this into account when planning tasks

The PCO coaching conversations with teachers have enabled them to develop self-reflection skills; be open to learning and feedback that improves their practice, by seeing their world through a different lens.

Care supervision and connection became the mantra of all staff and community at Doncaster Primary School.

Achievement

Annual Report for 2020

Presented at the school council meeting in April 2021.

The Annual Report will be available on our school website in Term following the approval by school council.

In brief, our parent satisfaction score was 81.8% compared to 81.2% for the State.

Our staff opinion of the school climate was 82% compared to 78% of the state schools.

In English, of all our students from Foundation to Year 6 95.1% were at or above the expected level, compared to 86.3% of the State.

Similarly in Mathematics, of all our students from Foundation to Year 6, 95.4% were at or above expected level, while similar schools were at 93.2% and 85.2% for the State.

There were no NAPLAN results for 2020.

Student absence for 2020 averaged 15.7 days per student compared to similar schools who averaged 12.1 days per student and the State average of 13.8 days.

In terms of comparison between levels absence by percentage per level are as follows;

Prep 88%
Level 1 91%
Level 2 92%
Level 3 93%
Level 4 93%
Level 5 94%
Level 6 93%

Student Sense of Connectedness, measured by the Student Attitudes to School Survey in Years 4, 5 and 6 was 81.2% for DPS compared with the State average of 79.2%.

In terms of the four year trend which is of interest given the impact of COVID in 2020, the average for DPS is 78.4%, similar schools 84% and the State average is 81%

Management of Bullying was endorsed at 81.2% compared to the State average (79.2%).

We are very proud of the achievements of 2020. Under the restrictions of COVID we focussed on Care, Supervision and Connection with our students, their families and the broader community of which we are particularly proud.

It is appropriate to acknowledge the amazing efforts of all staff and to thank our students, their parents and school council for their ongoing committee to DPS for their ongoing support and good will.

We continue to work hard and improve and look forward to a very productive year.

Engagement

Our school's student attendance rate for 2020 was as follows:

Prep 88% Year 1 91% Year 2 92% Year 3 93% Year 4 93% Year 5 94% Year 6%

Our motto of Care, Connection and Supervision encouraged strong attendance and engagement of students and parents with DPS. Teachers were online ready to support students and parents throughout the day and were accessible via email and phone. The success of our focus on connection is evident in the positive endorsement of Student Connectedness in the parent opinion survey at 92% and the positive endorsement for Parent community engagement at 82%, a most pleasing result considering the disruption of Covid-19.

Student leadership opportunities were reimagined and culminated with the school captains developing their own website filled with content that students could engage with and connect over the shared experience of Remote Learning and Covid-19. Our captains met with a PCO each week to collaborate on their role as leaders in the school and to provide them with an opportunity for student voice. Our School Captains ran virtual school assemblies each week, this ensured our captains were visible and acted as role models for our student body. We had a high attendance rate of 85% each week.

Teachers created our very own DPS Amazing Race taking students around the world virtually. Students were highly engaged with this initiative and enjoyed hearing the results announced at our weekly school assembly. Students were also highly engaged with our multi-age PE, ART and LOTE Clubs, adding variety to their school day and an opportunity to learn with students from other grades.

Doncaster Primary worked diligently to maintain links with prospective parents and community through a variety of modes. We worked with a group of graduated film students to produce, high quality videos about Remote Learning at DPS as well as a video for prospective parents about teaching and learning at DPS. We hosted virtual parent information nights via WebEx for prospective parents. In Term 4 we opened the school for a Chat and Play on two Saturdays (abiding by covid-19 guidelins) to allow our Prep students and parents the opportunity to get to know each other and to connect.

The strong links which have been developed with local pre-schools were maintained in 2020 with teachers attending a Virtual Open House for a local pre-school in the area. In Term 4, we worked collaboratively with Kinder teachers to ensure a smooth transition for the prep 2021 intake, which included our Prep teachers visiting Kinders to observe students and speak to teachers.

In Term 4, when onsite learning returned, great care was taken to ensure that student wellbeing and belonging was cultivated alongside of immersing students into the structured learning program. Teachers designed highly engaging learning sprint lessons that focused on core learning skills in the areas of Mathematics and Literacy. Students were highly focused and engaged in their learning as they were clear about their goals and the pathway for achieving success.

To maintain a sense of belonging and connection and in line with the recommendation from DET, the SIT team made the decision for students to move students up to the next year level as a class. This was extremely beneficial for teacher to teacher handover for continuity of learning.

We made a conscious decision to redesign our school website to include more highly engaging and interactive content such as photos and video links. In 2020, we created our Facebook page which broadened our scope of engagement with the community.

Wellbeing

The school strengthens the health and wellbeing of students.

Throughout all of 2020 student belonging and engagement programs continued to be differentiated to support students'

social-emotional skills, physical activity and mental health.

Leaders, teachers and education support staff engaged with students using a wide range of online platforms, telecommunications and face to face one to one sessions to ensure the care, connectivity and supervision were maintained to the highest level throughout the pandemic and academic school year.

Wellbeing leaders built the capacity of teachers to deliver effective belonging and engagement programs to groups of students through the You Can Do It, living the values and specialist PE programs.

Empowering students and building school pride .

The school activated student voice and agency through online Junior School Council meetings, virtual assemblies, run by the school captains, virtual around the world races, competitions including cake decorating, number of laps around the house, and clubs e.g. pet club, drawing, dance, art and fitness.

Students had a comparatively reduced access to a broad range of structured leadership roles in the school however their online presence was increased as mentioned above.

The school builds connectedness and school pride.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey shows :

Sense of Connectedness years 4 to 6 - 81.2% school percentage compared with the state average of 79.2%

Management of Bullying years 4 – 6 – 81.3% school percentage compared with the state average of 78.0 %

Teachers monitored student belonging and engagement through surveys and student forums, sharing data with students and seeking feedback. Throughout remote learning teachers and ES staff connected with students and families to keep a sense of belonging at the forefront of all school activities. This is something we are particularly proud of at DPS.

The school strengthened engagement.

Teachers designed their practice to respond to the various learning needs of individuals and groups, especially for those at risk of disengaging, or with special needs. Vulnerable children attended onsite learning throughout the year and had dedicated ES staff to help with learning needs.

The school strengthened inclusion.

All staff built collaborative partnerships with parents/carers/kin respecting their understanding of their children’s learning needs, development and achievement. Covid-19 strengthened the home school partnership as parents worked closely with their children and the teacher throughout the online classes.

The school developed intellectual engagement.

Teacher teams have deep knowledge and competence in rigorous analysis of student assessment data to set learning goals. These goals were reflected in the new IEP template that was developed early in the year.

Teachers routinely collaborated with each other and with students to modify and adapt their teaching. Regular remote SSGs took place on line to ensure strong relationships

Metacognitive strategies were integrated into teaching and learning practices.

Teachers sustained learning environments both face to face and online in which students made informed choices about the most appropriate learning activities and strategies for their learning goals. Teachers provided critical thinking tools, strategies and processes that enable students to plan, monitor and evaluate their learning.

Financial performance and position

The annual financial result was a surplus due to strategic financial management and conservative approach following a strict and strategic financial plan/budget. School leaders managed program budgets which were closely scrutinised. Staff were actively encouraged to consider the impact on students and their learning outcomes whenever funding was used.

Significant expenditure items purchased in 2020 included information technology with the purchase of Level two netbooks. 60 netbooks were purchased at an approximate costing of \$45,000. We also purchased a new bank of iPads at a cost of \$10,000 for the junior school.

The junior half basketball court was resurfaced with Astro turf, the well-being walkway was resurfaced with pavers and the staff room upgrade was completed.

The Parent's fundraising group planned a number of events and activities, most of which did not take place due to COVID restrictions.

Equity funding (\$26,197) was used to employ tutors (before the DET TLI program was introduced) to provide extra connection, supervision and care for identified students and their families.

Due to the regular administrative meetings and scrutiny, support and approval of the finance sub committee of school council, DPS is in an enviable position financially.

For more detailed information regarding our school please visit our website at
<https://www.doncasterps.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 492 students were enrolled at this school in 2020, 224 female and 268 male.

56 percent of students had English as an additional language and 1 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.

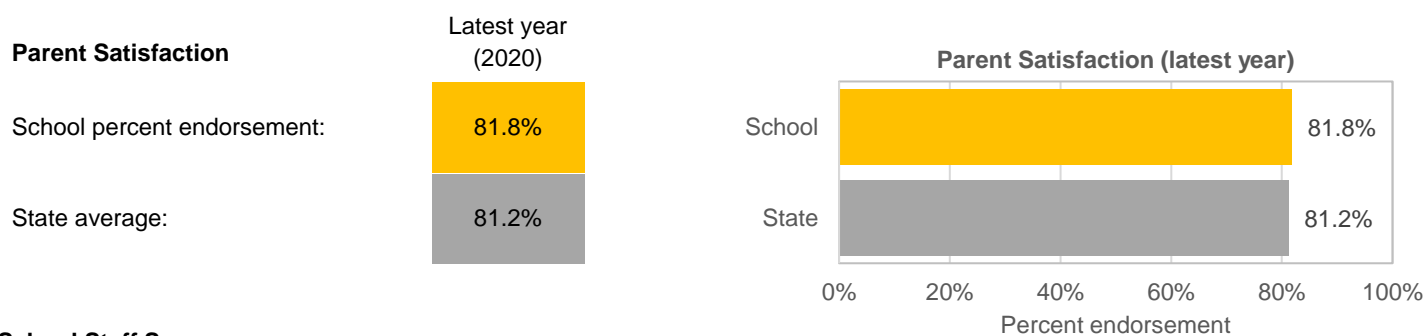
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

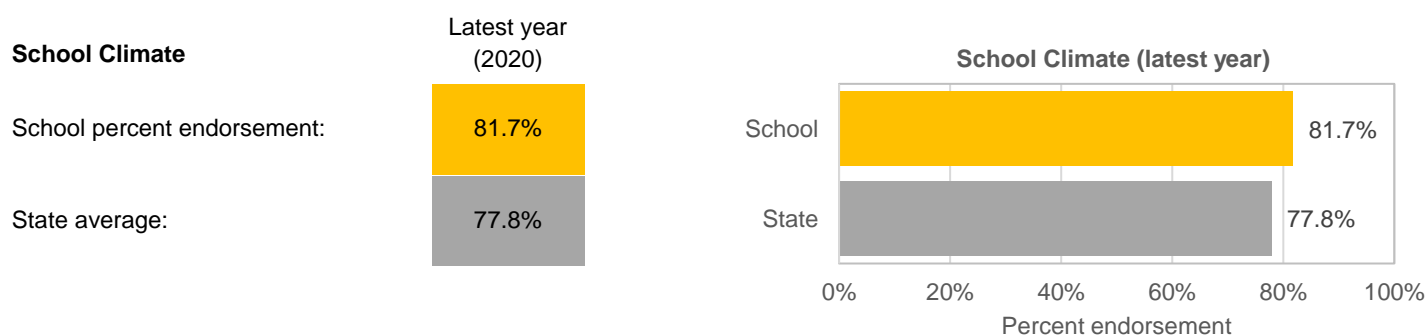


School Staff Survey

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:

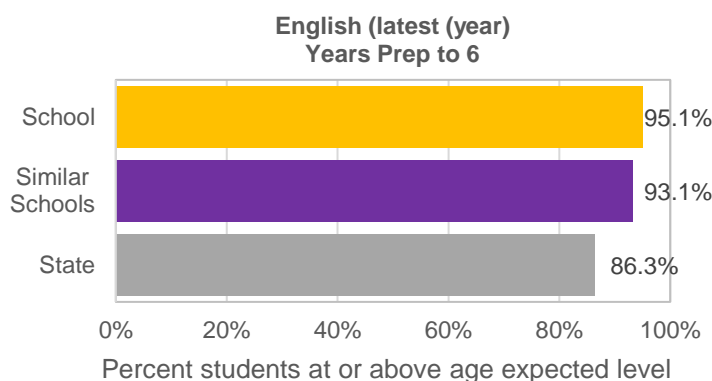
95.1%

Similar Schools average:

93.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

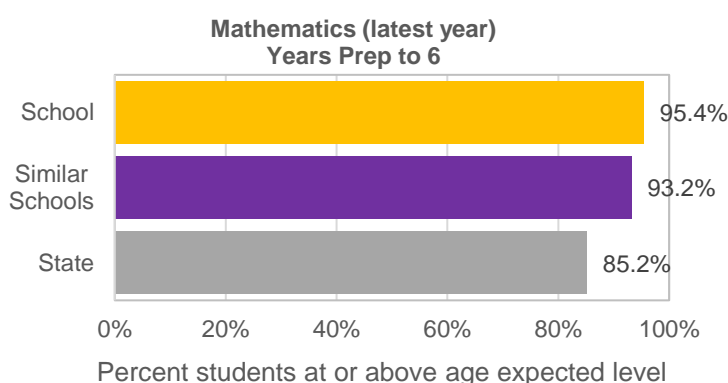
95.4%

Similar Schools average:

93.2%

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

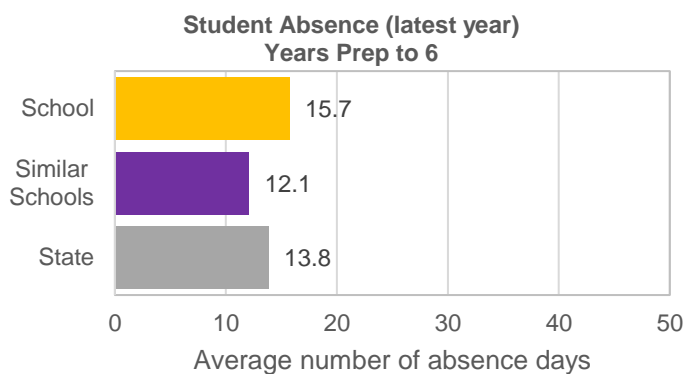
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	15.7	16.5
Similar Schools average:	12.1	13.5
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):	88%	91%	92%	93%	93%	94%	93%

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.

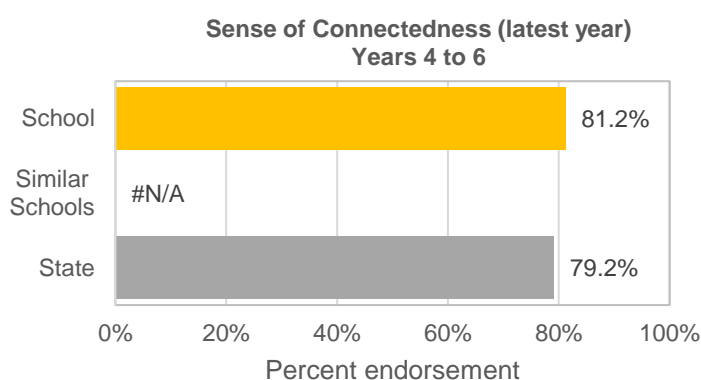
Student Attitudes to School – Sense of Connectedness

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:	81.2%	78.4%
Similar Schools average:	NDP	84.0%
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.

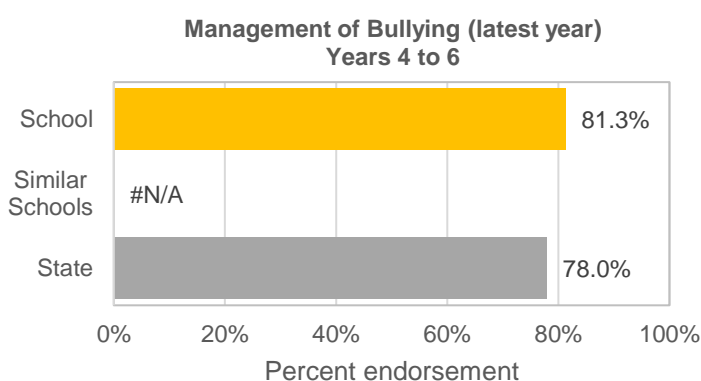
Student Attitudes to School – Management of Bullying

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:	81.3%	75.2%
Similar Schools average:	NDP	82.8%
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.