

2024 Annual Report to the School Community

School Name: Donvale Primary School (4961)



- 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 2025 at 08:08 PM by Larissa Vesdrevanis (Principal)

- As executive officer of the school council, I attest that this 2024 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 2025 at 08:08 PM by Larissa Vesdrevanis (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
- 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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program [‘Results and Reports’](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years’ worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



About Our School

School context

Donvale Primary School (PS) is an attractive school located at 4 Elata Street in the leafy northeast suburb of Donvale, Shire of Manningham. A total of 298 students were enrolled at Donvale PS in 2024, 51% are female & 49% are male. 34% of students had English as an additional language. The school's overall socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE), which considers parents' occupations and education. Donvale PS's socio-economic band value is 'Low'.

At Donvale Primary School, we empower all students to embrace learning and build confidence through differentiated teaching and learning practices, enabling students to achieve their personal best underpinned by our core values of RESPECT, RESPONSIBILITY, RESILIENCE, COMPASSION & GRATITUDE.

Donvale PS is a spacious school that ensures a safe learning environment in which a sense of purpose and stimulating learning tasks are blended to encourage genuine engagement and enjoyment. Our students have a vast area in which to play, with many playgrounds, open areas, passive sitting areas & shaded spaces for students to enjoy. Our classrooms & teaching spaces are large & extremely well equipped & resourced. We have dedicated rooms that include STEM (Science, Technology, Engineering and Mathematics), Performing Arts, Visual Arts, Languages Other Than English (LOTE) (Mandarin) and Library. The school also boasts a Science Lab to support our expanding STEM curriculum. Overseas students are welcomed and supported through a differentiated learning program based on their needs. A 1:1 iPad program operates successfully in Years 3 - 6, where students use iPad technology to enhance their learning for a specific purpose. iPads with a ratio of 1:2 are available in each junior class (Foundation to Year 2) used to support learning programs. All our classrooms have interactive SMART boards.

This school has 1 Principal, 1 Assistant Principal, 13 FTE teachers, 5 part-time teachers & 6 Education Support staff, 1 Business Manager, 1 Office Manager, & 1 Library Technician.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Donvale Primary School, we hold a shared commitment in implementing well-researched and evidence-based educational programs to facilitate the learning progress of all students. We prioritise student engagement by fostering strong teacher-student connections and understanding the unique needs of each student.

In 2024, our focus on Teacher Professional Learning in explicit teaching practices in Literacy and Numeracy, as well as Assessment, has been instrumental in driving our progress towards

enhancing student learning outcomes and wellbeing. We have adopted a synthetic phonics curriculum that underpins our reading approach. The outcomes of our efforts are reflected in the significant achievements we have witnessed in English and Mathematics. Notably, 94.3% of students demonstrated performance at or above age-expected standards in English, while 92.1% did so in Mathematics. Furthermore, in NAPLAN Reading for Year 3, we observed 96.4% of students performing in the strong and exceeding category, and for Year 5, the percentage was 84.4%, resulting in a 2-year average of 91.6% and 85.1%, respectively. These figures indicate a positive trend towards improvement. In NAPLAN Numeracy for Year 3, 87% of students performed in the strong and exceeding category, and for Year 5, the percentage was 76%.

Various supports, such as the Tutor Learning Initiative, Education Support, teacher collaboration with Learning Specialists, and access to top-notch professional learning and resources, play a pivotal role in facilitating quality differentiation within the learning environment. We are dedicated to fostering the continuous development of students, making strong learning gains and exceptional abilities, incorporating specialised programs like the Victorian High Abilities Program into our classroom activities. Moreover, students are encouraged to actively participate in Mathematics, Science, Technology, Engineering and Mathematics (STEM), Public Speaking, Leadership development, the Arts and other enrichment programs to further enhance their learning experiences and academic growth.

At Donvale Primary School, the foundation of our Literacy and Numeracy curriculum is complemented by a vibrant specialist program that encompasses a diverse array of learning areas. From Performing Arts, Visual Arts, Information and Communication Technology (ICT), Library, STEM, LOTE (Mandarin), to Physical Education, our experienced staff members lead engaging programs in each of these domains, offering students a rich tapestry of learning experiences and a multitude of extracurricular opportunities.

In addition to the core curriculum, our school provides a comprehensive range of programs and activities aimed at enriching students' educational journey. These offerings include sports activities such as swimming, cross country, athletics, gymnastics, and team competitions, as well as camps, excursions, cultural activities, music and performance opportunities (including whole-school productions, concerts, choirs, bands, and instrumental tuition), Values and Resilience programs, and Peer Mediation initiatives. At Donvale Primary School, we prioritise the development of student leadership skills by empowering students to assume both formal and informal leadership roles during their educational journey.

Wellbeing

Our commitment to our students' well-being and mental health is unwavering, ensuring all students thrive in a supportive learning environment to support a strong sense of belonging. In 2024, we rolled out the SWPBS (School-wide Positive Behaviour Support) program, as part of the Department of Education (DE) initiative, which is an evidence-based framework designed to help schools create positive, safe, and fair settings where students and teachers can thrive. It focuses on teaching and encouraging positive behaviour, supporting all students, and providing extra help to those who need it. It also supports teachers by giving them strategies to manage classrooms effectively, reduce disruptions, and spend more time on teaching and learning. The benefits to the school are as follows:

- the use of proven strategies to meet the needs of all students

- work with students, families, and communities to ensure rules and practices are fair and inclusive
- regularly review and improve their practices
- build expertise in behaviour support among staff
- form teams to guide and maintain the framework
- use data to identify issues and solve problems
- provide training and coaching to help teachers improve.

Our teachers are proactive in their approach, maintaining daily communication with parents to monitor and address student needs effectively. We also collaborate with Uniting Services to provide families with educational resources and support programs.

Our efforts have been reflected in the positive feedback received, with a 79.3% endorsement for the 'sense of connectedness' factor on the Attitudes to School Survey, aligning with similar schools. Students at Donvale Primary School actively participate in class discussions and collaborative activities focused on safety, appropriate behaviour, positive social interactions, and personal growth.

Our school community promotes a culture where students are encouraged to take ownership of their learning and conduct, emphasising values such as resilience, self-regulation, and self-respect. We have established a common language around these principles, which is reinforced by our school values, leading to positive outcomes. For instance, 81% of our students expressed positive feedback for the survey factor of self-regulation and goal setting on the Attitude to School Survey.

At Donvale Primary School, we have a range of comprehensive well-being supports in place to ensure our students' holistic development and success. These include:

- Implementation of a Comprehensive Respectful Relationships Curriculum school-wide
- Peer Mediation Program and opportunities for Student Leadership Roles
- Foundation Buddy Program
- Dedicated Wellbeing Room
- House Matters Program, where students participate in team-building exercises and activities in multi-age groups
- Allied Health Professional Support for Teachers through the Uniting Program
- Dedicated Student Wellbeing and Welfare Coordinator
- Collaborative Community partnerships with local kindergartens and sporting clubs
- Access to Student Support Services such as Psychology and Speech Pathology
- Comprehensive transition to high school program and Kinder to Foundation program 'Step Into Prep'
- Cyber Safety Education Programs and Puberty Education Programs
- Student Achievement Awards and recognition of student talents within the community

Engagement

In 2024, our school's student attendance rate averaged approximately 90.1% across all year levels. The average number of absence days for the year was 19.6 days. We closely monitor and track our attendance data to identify trends and implement strategies to promote and encourage attendance. Additionally, there is a strong emphasis on teachers building relationships with students through genuine efforts to understand their individual needs. This is achieved through active listening, respect, and ongoing interactions that make students feel seen, understood, encouraged, and respected.

At Donvale Primary School, we prioritise creating a supportive and inclusive environment where students feel valued and respected. Through ongoing interactions that emphasise active listening and respect, we ensure that students feel seen, understood, encouraged, and respected. At the beginning of each school year, we facilitate "Get to Know You" Interviews and a Welcome Back BBQ for students and their families to foster connections and a sense of community. Our Respectful Relationships initiative further reinforces the values of respect and equality, teaching children how to cultivate healthy relationships, resilience, and confidence. Additionally, our Year 3 - 6 1:1 iPad program has been instrumental in enhancing student engagement and providing enriching learning opportunities for our students in these year levels. By integrating technology into the curriculum, we aim to support personalised learning experiences and equip students with essential digital skills for the future. Donvale Primary School offers a diverse range of leadership opportunities for students, fostering their growth and development in various roles such as School Captains and Vice Captains, House Captains and Vice Captains, Student Representative Council members, Peer Mediators, Art, Science, and Sustainability Leaders, and Choir Captains.

Our school has established a structured and comprehensive transition program to support all students entering Foundation. The "Step into Prep" initiative allows potential students and their families to immerse themselves in the learning environment at Donvale Primary School, showcasing what we refer to as the 'Donvale Difference'. A formal buddy system, pairing Foundation students with Year 6 students, plays a crucial role in fostering social skills, providing a sense of support and security for the younger students, and instilling a sense of responsibility in the senior students.

Financial performance

Donvale Primary School concluded the year with a strong financial position, boasting a balance of \$513,327 distributed across High Yield Investment and Official Accounts. Effective financial management practices led to a surplus of \$54,877, enabling the school to allocate resources strategically to enhance the teaching and learning environment. In 2024, a significant portion of the allocated funds were directed towards resourcing initiatives aimed at creating a high-quality educational setting. The school also received \$21.585 in Equity funding, which was utilised to procure resources supporting identified students and programs. The school has a hirer agreement with a local soccer club that uses the facilities on the weekend that contributes to revenue. Our community fundraising initiatives such as raffles, BBQs, Mother's Day and Fathers Day stalls, and special lunch days contribute to revenue that goes back into the school's facilities and learning programs for the students. Moving forward, the school's financial forecasting will prioritise investments in improving learning spaces and facilities, enhancing technology resources, and

supporting professional development opportunities for staff, ensuring continued growth and advancement in the educational environment.



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 298 students were enrolled at this school in 2024, 153 female and 145 male.

34 percent of students had English as an additional language and 0 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).

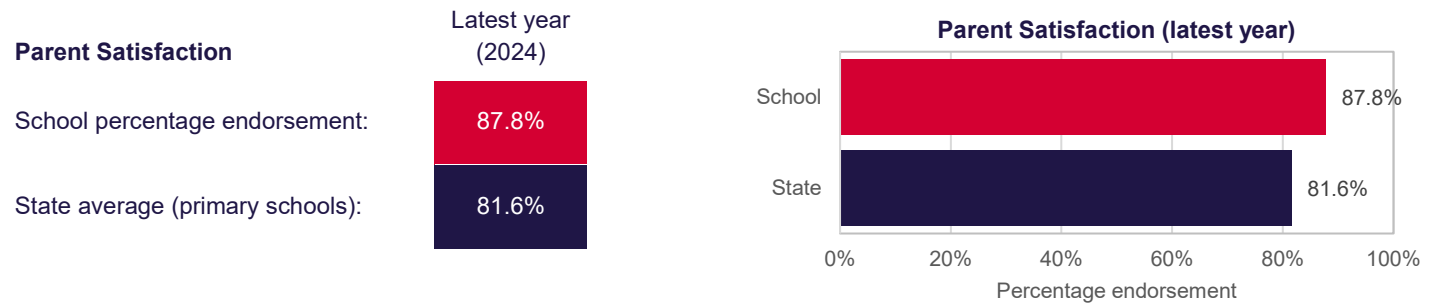
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The 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.

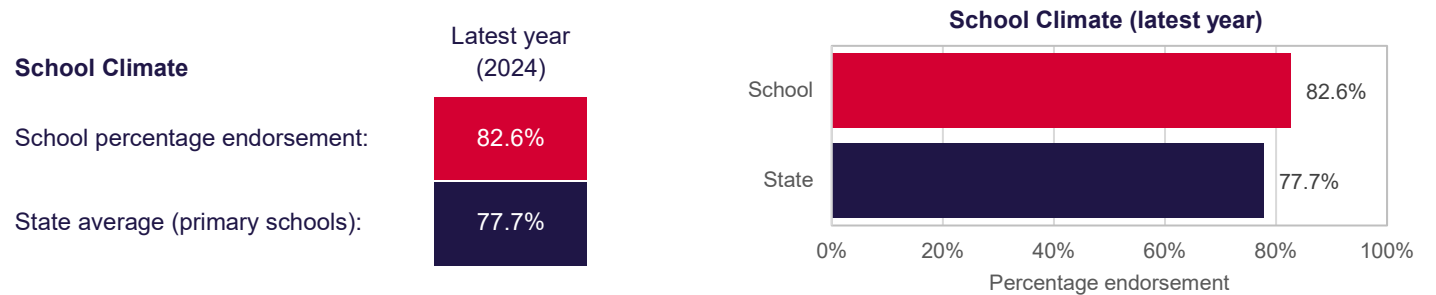


School Staff Survey

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.



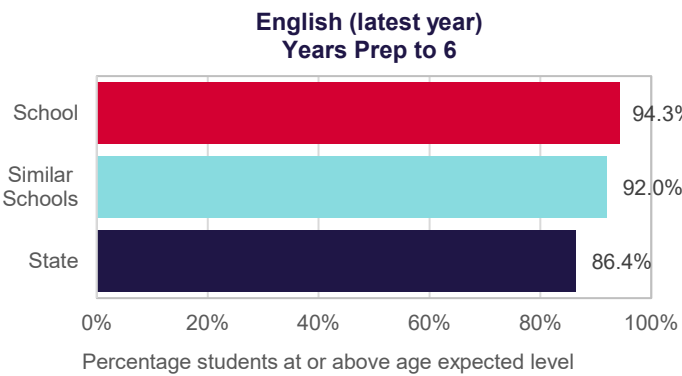
LEARNING

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.

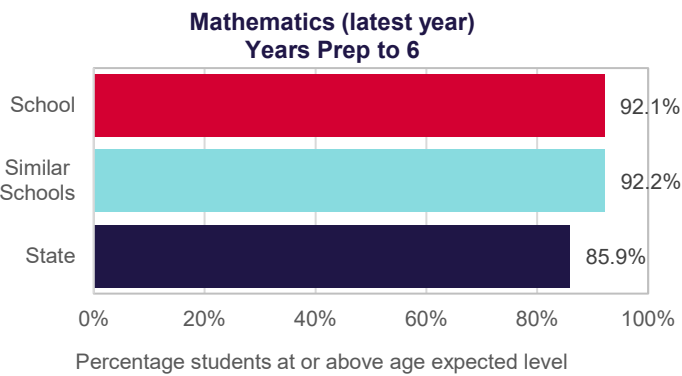
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.3%
Similar Schools average:	92.0%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	92.1%
Similar Schools average:	92.2%
State average:	85.9%



LEARNING (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.

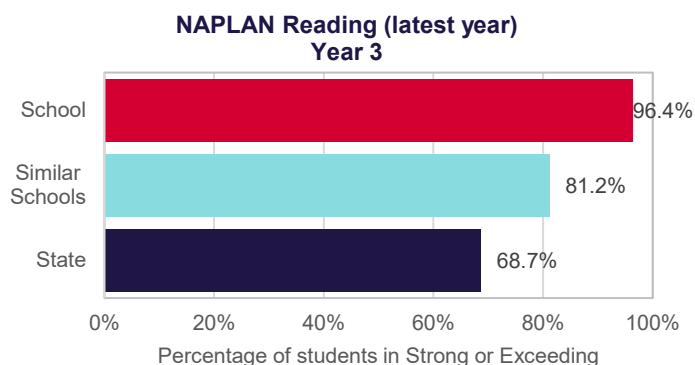
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

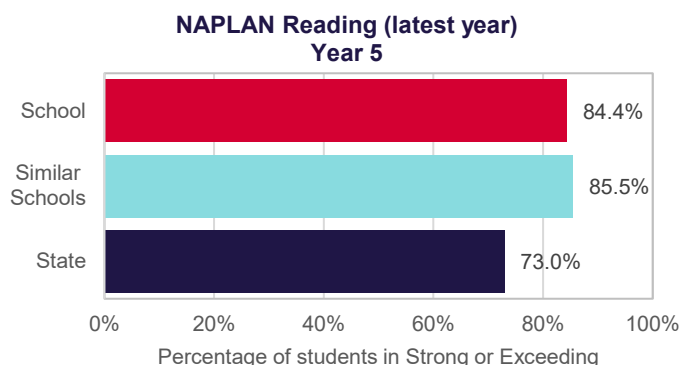
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	96.4%	91.6%
Similar Schools average:	81.2%	81.7%
State average:	68.7%	69.2%



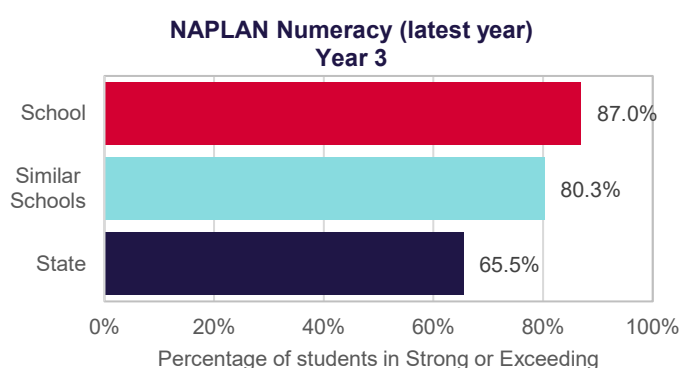
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.4%	85.1%
Similar Schools average:	85.5%	87.1%
State average:	73.0%	75.0%



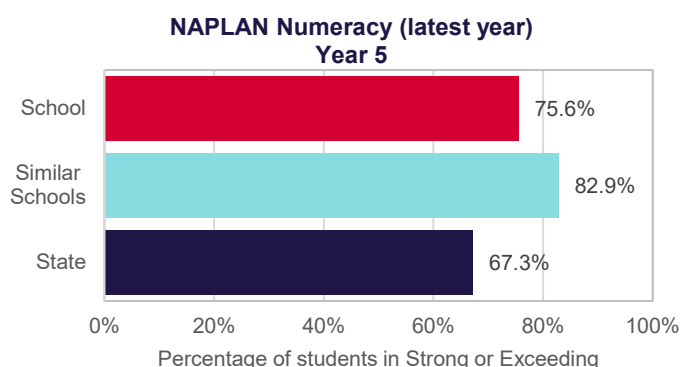
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.0%	91.4%
Similar Schools average:	80.3%	80.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.6%	76.6%
Similar Schools average:	82.9%	83.2%
State average:	67.3%	67.6%



LEARNING (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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

94.7%

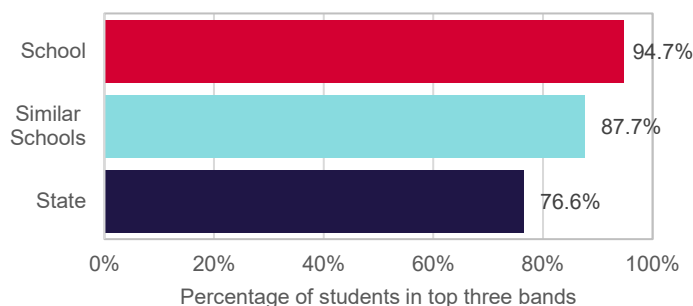
Similar Schools average:

87.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

94.1%

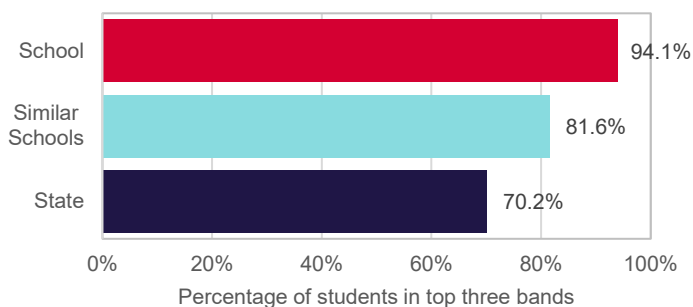
Similar Schools average:

81.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

76.9%

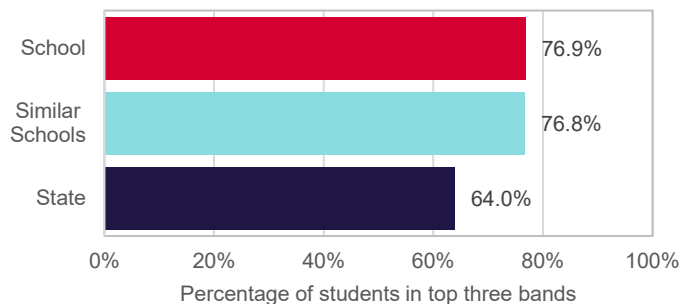
Similar Schools average:

76.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

88.2%

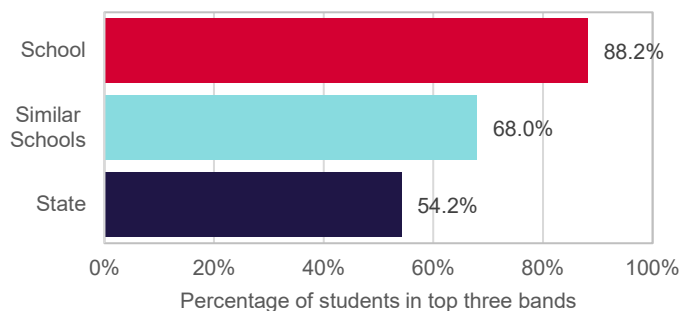
Similar Schools average:

68.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

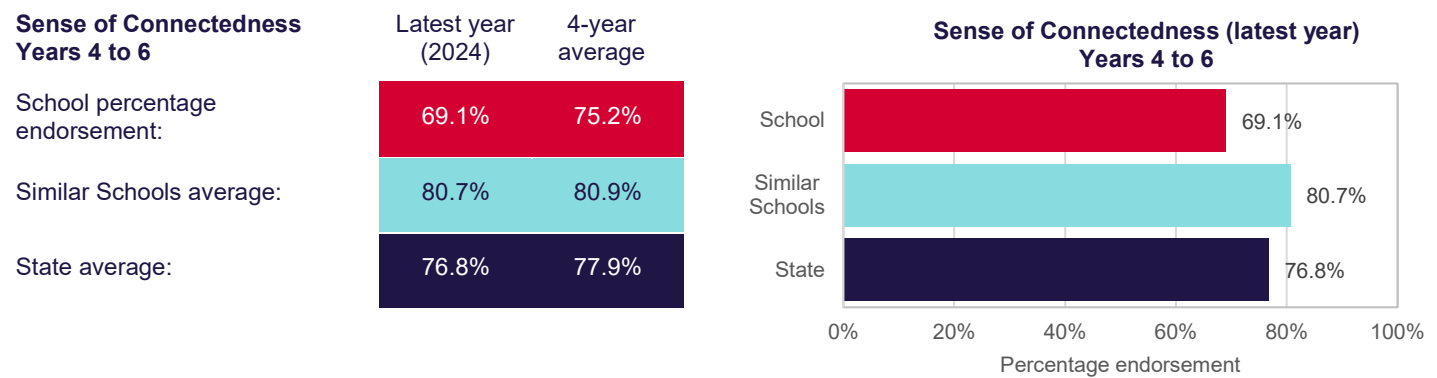


WELLBEING

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.

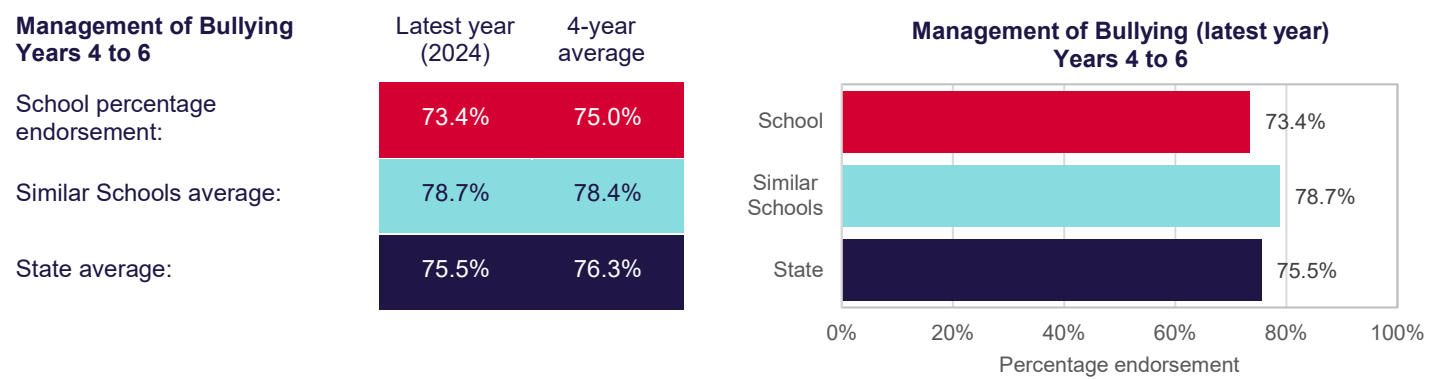
Student Attitudes to School – Sense of Connectedness

The 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).



Student Attitudes to School – Management of 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).

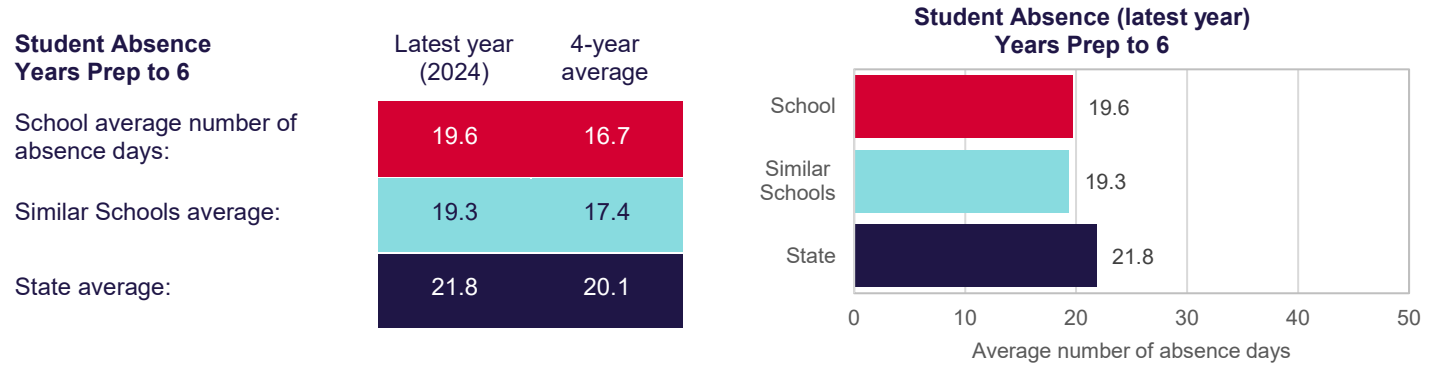


ENGAGEMENT

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.



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	93%	91%	92%	90%	90%	90%	87%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,845,327
Government Provided DET Grants	\$345,795
Government Grants Commonwealth	\$16,071
Government Grants State	\$0
Revenue Other	\$21,349
Locally Raised Funds	\$263,315
Capital Grants	\$0
Total Operating Revenue	\$3,491,856

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,585
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,585

Expenditure	Actual
Student Resource Package ²	\$2,881,984
Adjustments	\$0
Books & Publications	\$632
Camps/Excursions/Activities	\$121,755
Communication Costs	\$5,279
Consumables	\$67,352
Miscellaneous Expense ³	\$16,547
Professional Development	\$11,938
Equipment/Maintenance/Hire	\$59,997
Property Services	\$92,174
Salaries & Allowances ⁴	\$90,154
Support Services	\$35,343
Trading & Fundraising	\$18,058
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$27
Utilities	\$35,680
Total Operating Expenditure	\$3,436,980
Net Operating Surplus/-Deficit	\$54,877
Asset Acquisitions	\$41,584

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$475,541
Official Account	\$37,786
Other Accounts	\$0
Total Funds Available	\$513,327

Financial Commitments	Actual
Operating Reserve	\$93,197
Other Recurrent Expenditure	\$4,602
Provision Accounts	\$0
Funds Received in Advance	\$112,000
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	\$55,000
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$195,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$509,798

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.

