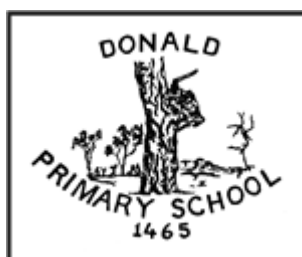


2024 Annual Report to the School Community

School Name: Donald Primary School (1465)



- 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 12 March 2025 at 05:48 PM by Gavin Young (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 24 March 2025 at 10:02 AM by Gavin Young (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

Donald Primary School is a small rural school situated in the Buloke Shire, 280 kilometres north west of Melbourne in the Wimmera. In 2024 we celebrated this school having served our community for its 150th year. The school is set in expansive and attractive grounds that provide opportunities for passive and active play. The school has a community built stadium and there is a range of learning spaces which provide flexibility for learning and opportunities for collaboration. The school staff, council, parents and students have worked hard to improve the facilities at the school, set high expectations for student learning outcomes and establish a culture of caring for everyone in the school community. The number of FTE staff employed at our school in 2024 stood at 10.27 There are currently no Aboriginal and Torres Strait Islander staff employed at the school and there are no overseas students. In 2020 extensive works were conducted with Emergency Maintenance Funding which saw all the weatherboards around the school replaced. In 2022 a sensory garden was constructed which will be used by individuals, small groups and classes. All parents are invited to be participants. The partnership between parents and teacher is seen as vital to supporting student learning and developing the 'whole child' approach that exists at the school. Donald Primary School currently has 82 students enrolled which is far less than it its traditionally used to, but the figure has been around this mark for the past 5-6 years. The decline is attributed to lack of housing, drought and employment opportunities. In 2024 Donald ran 4 generalist classrooms with Art, Science, PE and Digital Technologies also being taught. Donald has traditionally and continued to have solid academic results and above average results on most of its school surveys.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our Annual School Performance report has indicated that we are a school which performs well above the State average in percentage of the strong or exceeding categories in the reading and numeracy sections of NAPLAN. This is a terrific effort considering our SFO has continued to be higher than what it was in years gone by. Our gains in literacy can be attributed to our structured literacy approach which has been developed in recent years. Our data and teacher development space is a data rich environment that has all school data sets on display. We continue to have a consistent assessment regime which provides teachers the means to make well informed judgements on academic achievements. Support is provided to PSD funded students in many ways, most noticeably through the partnership of our teachers working with a dedicated ES team catering for various individual needs varying from intellectual disabilities, behavioural management and extension activities.

Wellbeing

In 2024 we maintained a strong ES staff presence at our school which allows us to cater for individuals, small groups and whole class support and programs. In 2024 we employed an occupational therapist one day a week for the first half of the year and in 2022 we also started employing a speech pathologist once a fortnight as well as a Chaplain 4 days a fortnight. These people worked closely with teachers and parents as well as individual students. We were still able to run Avocados, daily Huff and Puff, Mindfulness and 'Student Voice' (JSC) activities as well as our buddy system. Since co-vid we have increased our engagement with various services such as RCH telehealth, Anglicare and Orange Door as many of our students anxiety levels and wellbeing concerns grew. The Attitudes to School survey indicated an improvement in the Sense of Connectedness and Management of Bullying spaces and although we are above the state average, further improvement is sought. This will be closely monitored and addressed through our Values Clubs (wellbeing lessons). The introduction of Disability Inclusion and Mental Health in Primary Schools should make a positive difference.

Engagement

In 2024 we maintained a strong ES staff presence at our school which allows us to cater for individuals, small groups and whole class support and programs. An area of concern for the school is the increase of average absence days which has crept up to 23.7 which is slightly above the state average. Year 5 and 6 were the age groups of most concern with the attendance rates being in the low 80's. During 2024 we had difficulty staffing our Year 5/6 room with a regular classroom teacher until Term 4. Many students with complex behavioural issues enrolled in the Year 5/6 classroom which lead to issues with engagement and attendance levels. We conducted our Annual Indigenous DPS student survey which highlighted to staff the way the students were feeling about school. We ran a Kitchen Garden/Program and a 'Seeds of Growth' Program through our Chaplaincy service.

Other highlights from the school year

Family Fun Night

School Camps to Sovereign Hill (3/4) and Melbourne (5/6)

School Review

Donald Primary School 150th Celebrations

End of Year Concert

Financial performance

Donald Primary School was able to deliver a healthy budget in 2024 and maintain a surplus in the SRP for 2024. The SRP surplus was mainly due to teacher availability and changeover, this also caused a large increase in CRT charges to the cash budget. In late 2024 ongoing employment of a teacher as well and a leading teacher was undertaken stabilising the staffing budget. A decrease in support services was noted due to maternity leave for the OT however we were able to maintain a Speech Pathologist. Investment in updating remaining chromebooks as well as digital signage and new shade sails for the school were made. Camps remain a challenge as costs increase for families and staffing.

Donald Primary School holds a strong financial position with further capital improvement planning and strategic staffing structure preparations in place for 2025.

**For more detailed information regarding our school please visit our website at
<https://donaldps.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 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 89 students were enrolled at this school in 2024, 48 female and 41 male.

8 percent of students had English as an additional language and 6 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).

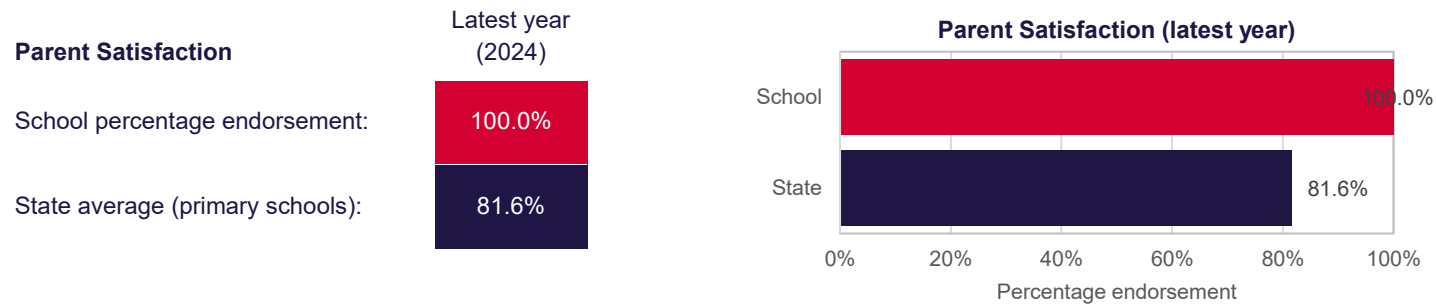
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

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.

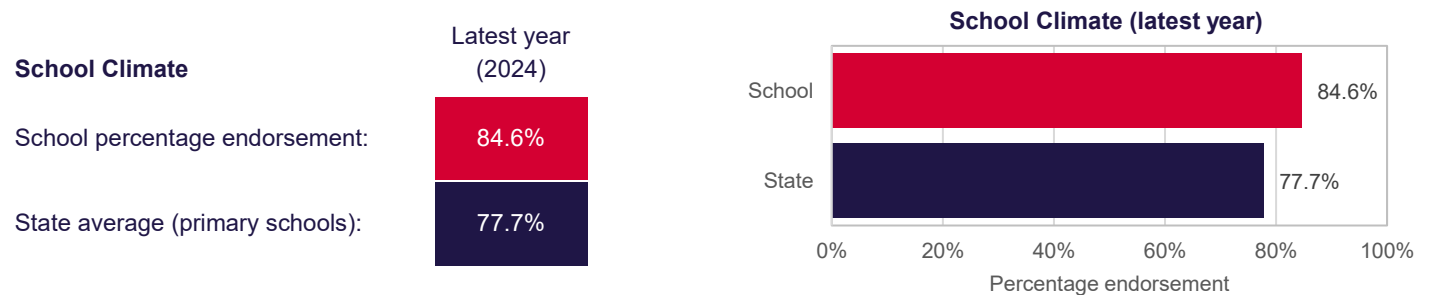


School Staff Survey

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.



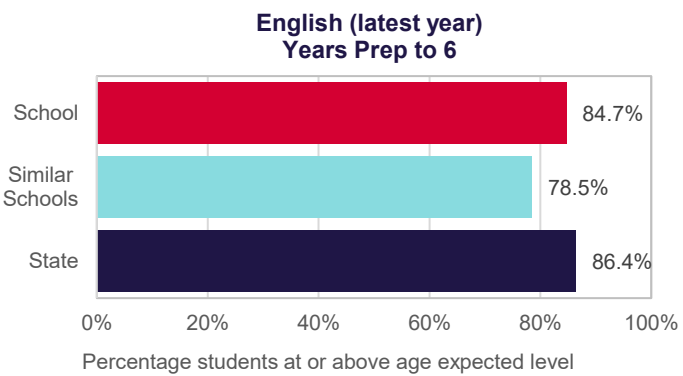
LEARNING

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.

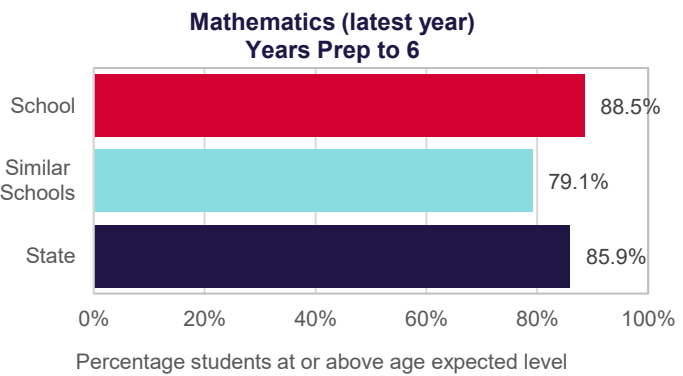
Teacher Judgement of student achievement against the Victorian Curriculum

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:	84.7%
Similar Schools average:	78.5%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	88.5%
Similar Schools average:	79.1%
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.

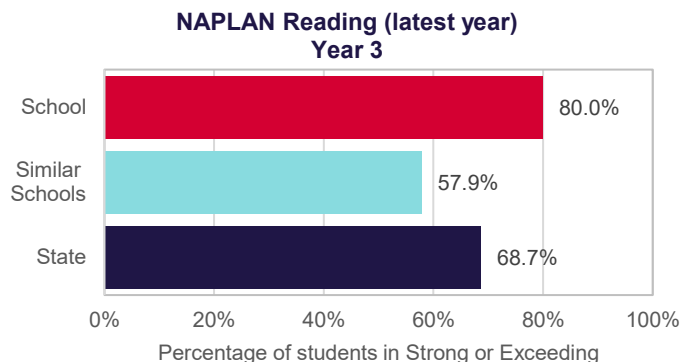
NAPLAN

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.

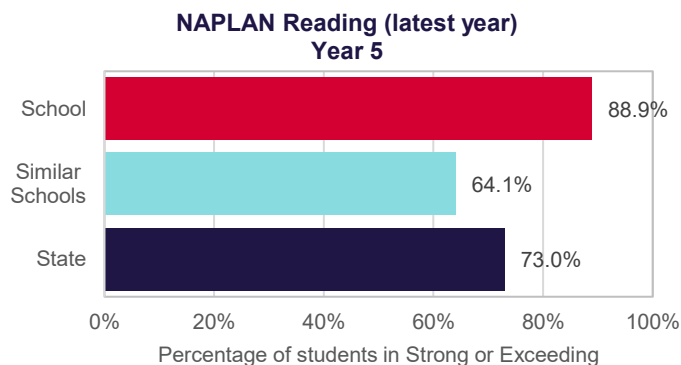
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.0%	78.9%
Similar Schools average:	57.9%	59.2%
State average:	68.7%	69.2%



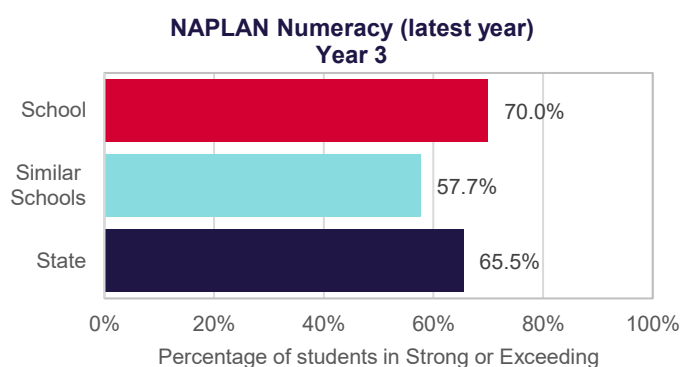
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.9%	89.5%
Similar Schools average:	64.1%	66.0%
State average:	73.0%	75.0%



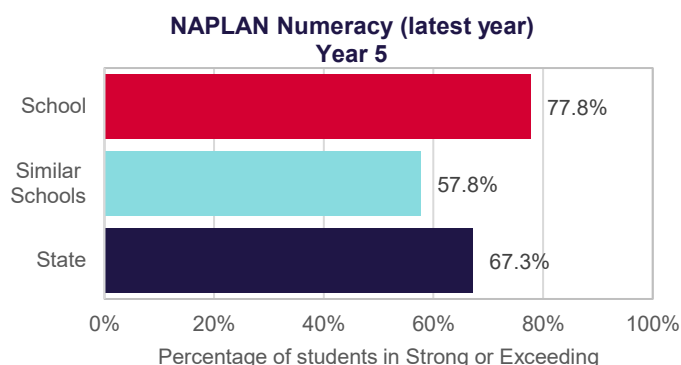
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.0%	57.9%
Similar Schools average:	57.7%	59.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	84.2%
Similar Schools average:	57.8%	58.6%
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:

100.0%

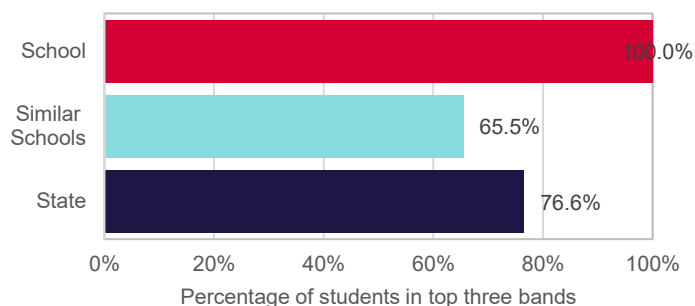
Similar Schools average:

65.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

92.3%

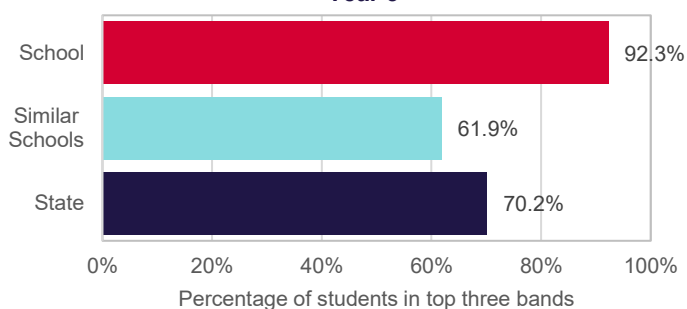
Similar Schools average:

61.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

88.9%

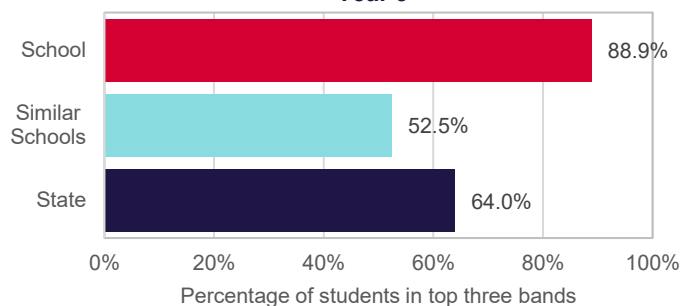
Similar Schools average:

52.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

100.0%

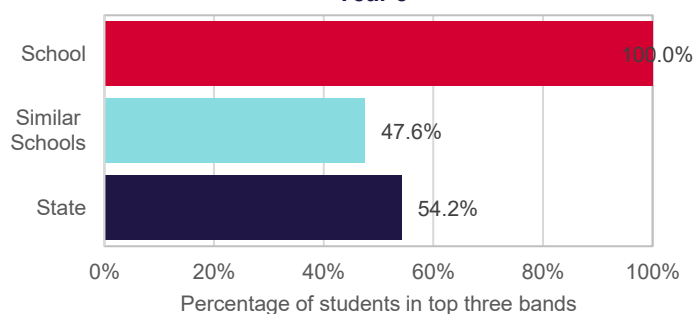
Similar Schools average:

47.6%

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.

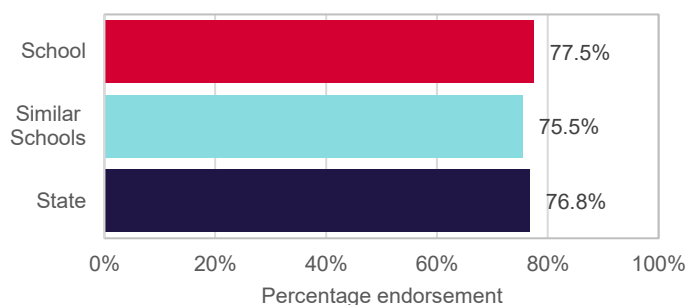
Student Attitudes to School – Sense of Connectedness

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).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	77.5%	71.5%
Similar Schools average:	75.5%	77.4%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



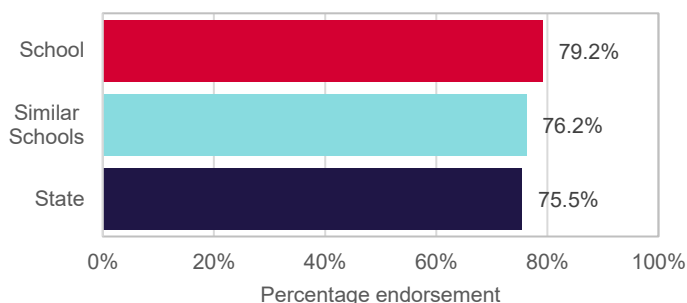
Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	79.2%	77.0%
Similar Schools average:	76.2%	78.9%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

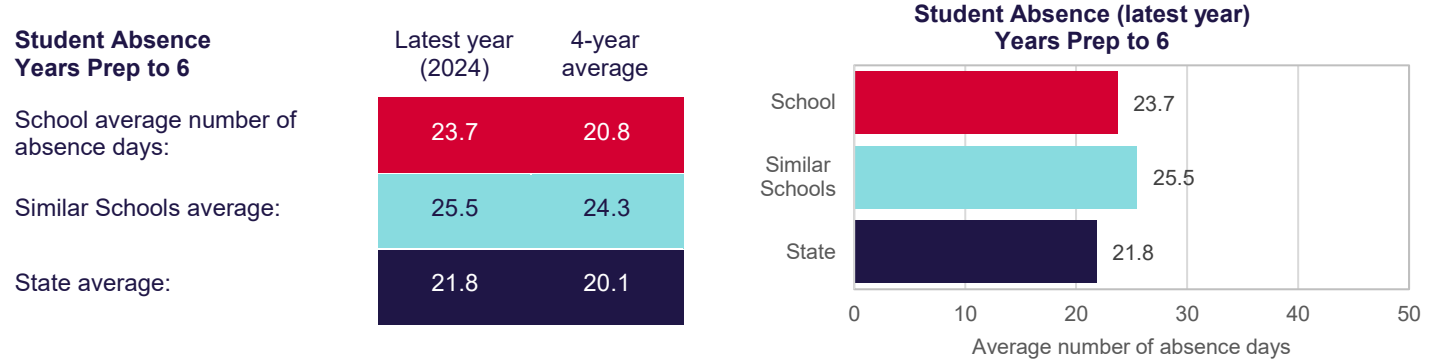


ENGAGEMENT

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):	90%	89%	90%	88%	92%	81%	84%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,192,984
Government Provided DET Grants	\$193,572
Government Grants Commonwealth	\$1,500
Government Grants State	\$0
Revenue Other	\$18,715
Locally Raised Funds	\$22,474
Capital Grants	\$0
Total Operating Revenue	\$1,429,244

Equity ¹	Actual
Equity (Social Disadvantage)	\$114,956
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$114,956

Expenditure	Actual
Student Resource Package ²	\$1,095,602
Adjustments	\$0
Books & Publications	\$32
Camps/Excursions/Activities	\$23,136
Communication Costs	\$2,382
Consumables	\$27,438
Miscellaneous Expense ³	\$7,666
Professional Development	\$8,798
Equipment/Maintenance/Hire	\$13,044
Property Services	\$51,809
Salaries & Allowances ⁴	\$52,669
Support Services	\$35,045
Trading & Fundraising	\$6,243
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,632
Total Operating Expenditure	\$1,349,495
Net Operating Surplus/-Deficit	\$79,748
Asset Acquisitions	\$50,686

- (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	\$286,325
Official Account	\$9,559
Other Accounts	\$0
Total Funds Available	\$295,884

Financial Commitments	Actual
Operating Reserve	\$42,316
Other Recurrent Expenditure	(\$800)
Provision Accounts	\$0
Funds Received in Advance	\$0
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	\$0
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	\$10,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$106,516

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.