

2015 Annual Report to the School Community

Doncaster Secondary College

School Number: 7776



Name of School Principal: Éva McMaster

Name of School Council President: Sofia Georgiou

Date of Endorsement: 15/04/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Doncaster Secondary College caters for a diverse student population, with students coming from a wide geographical area. The College has a student population of around 1425 students, including approximately 100 full fee-paying international students enrolling each year. The International Program adds diversity and supports the provision of a broader academic curriculum. There are 46 nationalities represented in the culturally diverse student population and approximately 33% of the students speak a language other than English at home. The English as an Additional Language (EAL) Program is vibrant and extensive. In 2015, the College had 123 staff (110.66 equivalent full-time staff) 3 Principal Class, 83.2 Teachers and 24.46 Education Support Staff.

The College regularly performs above State and like schools in its academic outcomes. This is reflected by excellent VCE outcomes that open a variety of pathways for students beyond school. Over 95% of students enroll in tertiary studies at the end of VCE, with over 90% of students securing one of their first three University course preferences. Doncaster Secondary College students regularly participate in national and international academic competitions and programs achieving success at the highest level.

The College is a busy and vibrant workplace where achieving excellent outcomes for students is the clear priority. The ongoing emphasis on:

- developing a student-focused culture and the skills necessary for personalising teaching;
- the provision of a broad range of programs and opportunities for students;
- excellent facilities and their ongoing development;

make for a very positive environment which attracts and supports both students and staff.

Achievement

The College's Strategic Plan goal is to improve student learning outcomes with an emphasis on Years 7 – 10 literacy and numeracy, and Senior Secondary qualifications. Our students once again have performed above the Victorian average in student learning. The College has measured and monitored growth on cohort and individual student basis. NAPLAN growth data indicates strong development of both literacy and numeracy skills in students with a better than state average percentage of students demonstrating "High Growth" between Years 7 and Years 9.

In 2015, the General Achievement Test (GAT) adjusted VCE scores were very pleasing with students achieving beyond the GAT predicted score in the majority of VCE studies. There was an increase in the number of students who completed the VCAL certificate at the highest level (Senior).

In 2016, there will be a focus on preparing for the implementation of the Victorian Curriculum. Our commitment to student voice, student self-reflection and student goal setting will be strongly reflected in the new curriculum plans.

Engagement

The College's central focus is to create confident and connected students prepared to challenge themselves and experience success in a diverse range of activities and opportunities. The students demonstrate high engagement with school through the excellent attendance figures and strong student learning outcomes. Excellence in both attendance and academic outcomes is celebrated in assemblies and presentation nights with the most outstanding students earning a place on our honour boards.

The student retention rate is favourable when compared to the state average and the student pathway outcomes on exiting Doncaster Secondary College are outstanding with the almost 100% of students transitioning to tertiary education or full time employment with a training component.

Our extensive co-curricular program caters for our diverse and highly talented students across a broad range of areas including Debating, Music, Sports, Performing and Visual Arts and Student Leadership opportunities. Whilst our student attitude to school survey data is strong, we have identified 'stimulating learning' as a focus element for 2016.

Wellbeing

The College is committed to developing students who are healthy, safe, resilient and willing to contribute to the wellbeing of others. The student attitude to school survey results suggest that our students are engaged, feeling safe and enjoying school. The extension of the use of the COMPASS learning management system has provided staff with the ability to better track and communicate around student learning and wellbeing in a more effective and efficient manner. Referrals for wellbeing concerns are occurring more frequently and at an earlier stage.

In 2016 there will be a focus on parent and community involvement to expand our network of support for student wellbeing and engagement. Our goal is to continue to seek out and promote programs that build self-esteem and resilience.

Productivity

The College has continued to prioritise the allocation of funds to the development of facilities to meet physical, social and wellbeing needs of students.




During 2015, the plans were developed for the oval improvement. A synthetic grass surface and a four lane running track will be installed early 2016. The plans for a new cover way connecting the Stadium to the Performing Arts precinct were established and contractors have been engaged to carry out the works early 2016. The concept of a new wellness and sensory garden was explored. The proposed garden's therapeutic value and will contribute to the emotional and physical health of our students.

For more detailed information regarding our school please visit our website at
<http://www.doncaster.vic.edu.au>

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
 Result for this school:  Median of all Victorian government secondary year levels: 

School Profile

Enrolment Profile

A total of 1365 students were enrolled at this school in 2015, 669 female and 696 male. There were 7% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

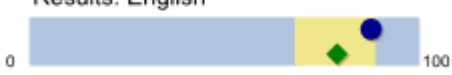



Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:




| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| <p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p> | <p>Results: English</p>  <p>Results: Mathematics</p>  | <p> Similar</p> <p> Similar</p> |
| <p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p> | <p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p> | <p>Towards Foundation Level AusVELS is not used for the School Comparison.</p> |

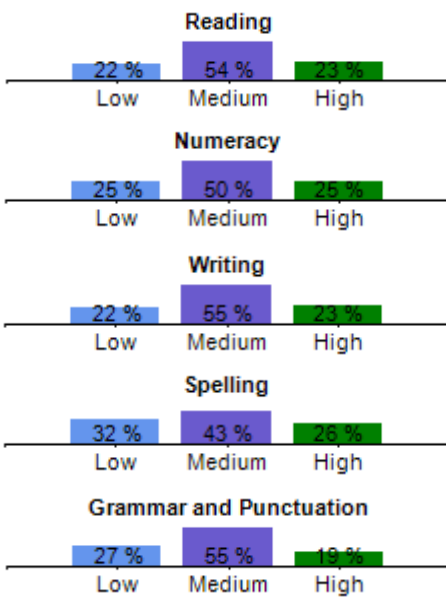
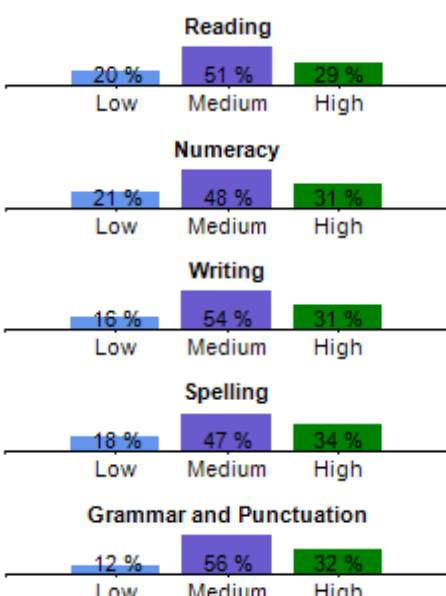
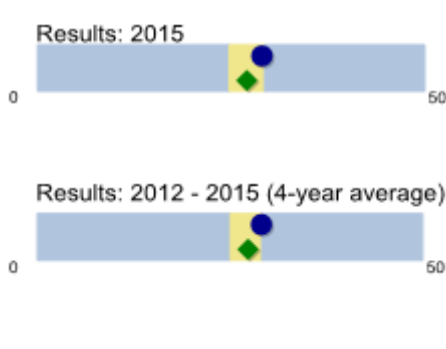


Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| <p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p> |
| <p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |






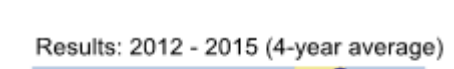



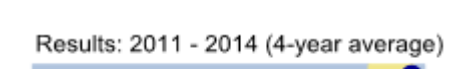


Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

| Achievement | Student Outcomes | School Comparison |
|--|--|---|
| <p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p> |  <p>Reading Low: 22%, Medium: 54%, High: 23%</p> <p>Numeracy Low: 25%, Medium: 50%, High: 25%</p> <p>Writing Low: 22%, Medium: 55%, High: 23%</p> <p>Spelling Low: 32%, Medium: 43%, High: 26%</p> <p>Grammar and Punctuation Low: 27%, Medium: 55%, High: 18%</p> | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| <p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p> |  <p>Reading Low: 20%, Medium: 51%, High: 29%</p> <p>Numeracy Low: 21%, Medium: 48%, High: 31%</p> <p>Writing Low: 16%, Medium: 54%, High: 31%</p> <p>Spelling Low: 18%, Medium: 47%, High: 34%</p> <p>Grammar and Punctuation Low: 12%, Medium: 56%, High: 32%</p> | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| <p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p> |  <p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p> | <p> Similar</p> <p> Similar</p> |
| <p>Students in 2015 who satisfactorily completed their VCE: 100% Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: 5% VET units of competence satisfactorily completed in 2015: 100% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: 100%</p> | | |









Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | |
|---|---|---|------|------|------|------|------|------|------|------|------|------|---|---|
| <p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="571 815 1027 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>95 %</td> <td>95 %</td> <td>96 %</td> </tr> </tbody> </table> | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | 94 % | 92 % | 93 % | 95 % | 95 % | 96 % | <p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p>  | <p> Similar</p> <p> Similar</p> |
| Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | | | | | | | | | |
| 94 % | 92 % | 93 % | 95 % | 95 % | 96 % | | | | | | | | | |
| <p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p> | <p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p>  | <p> Similar</p> <p> Similar</p> | | | | | | | | | | | | |
| <p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p> | <p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p>  | <p> Similar</p> <p> Similar</p> | | | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

| Wellbeing | Student Outcomes | School Comparison |
|--|---|---|
| <p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p> | <p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p>  | <p> Similar</p> <p> Similar</p> |
| <p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p> | <p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p>  | <p> Similar</p> <p> Similar</p> |

How to read the Performance Summary

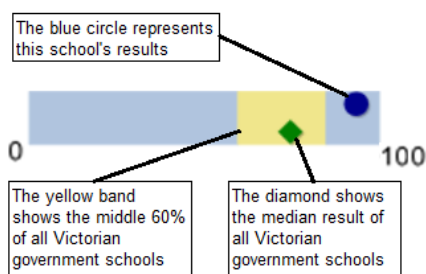
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

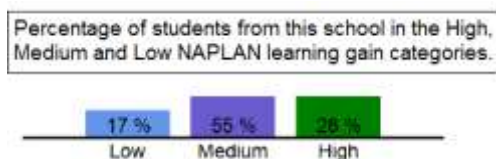
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

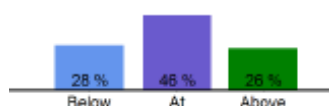


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

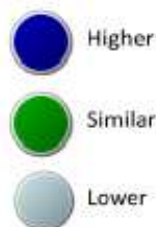


What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

| Revenue | Actual | Funds Available | Actual |
|---------------------------------------|---------------------|--|--------------------|
| Student Resource Package | \$10,179,152 | High Yield Investment Account | \$1,398,747 |
| Government Provided DE&T Grants | \$2,047,504 | Official Account | \$60,818 |
| Government Grants Commonwealth | \$24,442 | Other Accounts | \$3,053,934 |
| Government Grants State | \$26,893 | Total Funds Available | \$4,513,500 |
| Revenue Other | \$176,808 | | |
| Locally Raised Funds | \$1,896,619 | | |
| Total Operating Revenue | \$14,351,419 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package | \$10,256,913 | Operating Reserve | \$473,344 |
| Books & Publications | \$12,852 | Asset/Equipment Replacement < 12 months | \$300,000 |
| Communication Costs | \$23,653 | Capital - Buildings/Grounds incl SMS<12 months | \$762,000 |
| Consumables | \$373,671 | Maintenance - Buildings/Grounds incl SMS<12 months | \$11,000 |
| Miscellaneous Expense | \$1,177,792 | Beneficiary/Memorial Accounts | \$2,000 |
| Professional Development | \$64,798 | Cooperative Bank Account | \$150,665 |
| Property and Equipment Services | \$861,707 | Revenue Received in Advance | \$347,994 |
| Salaries & Allowances | \$290,181 | School Based Programs | \$76,000 |
| Trading & Fundraising | \$52,081 | Repayable to DET | \$83,618 |
| Travel & Subsistence | \$14,712 | Other recurrent expenditure | \$41,379 |
| Utilities | \$132,770 | Asset/Equipment Replacement > 12 months | \$100,000 |
| | | Capital - Buildings/Grounds incl SMS>12 months | \$1,800,000 |
| | | Maintenance -Buildings/Grounds incl SMS>12 months | \$365,000 |
| | | Total Financial Commitments | \$4,513,500 |
| Total Operating Expenditure | \$13,261,130 | | |
| Net Operating Surplus/-Deficit | \$1,090,288 | | |
| Asset Acquisitions | \$46,918 | | |

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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

Financial performance and position commentary

Doncaster Secondary College operates a financial model whereby a significant proportion of College income is generated from funds raised by hire of College facilities and the International Student Program. Through effective management of this income, the College continues to enhance its financial position, allowing for the purchase of additional equipment, and resources to increase and support all student learning and engagement. The College's financial position allows us to employ additional staff to provide further support to our students. We are in the fortunate position where the parent community supports the College. The College has a strong commitment to continuing improvements to ensure that we remain at the forefront of providing the best resources for our students. We also have a commitment to a Cooperative Loan over the next 12 years in repayment of the stadium built in 2012. The College has in place a plan of updating and renewing of equipment and facilities over the longer term.