

# 2018 Annual Report to The School Community



School Name: **Doncaster Secondary College (7776)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 20 March 2019 at 07:31 PM by Eva McMaster  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 March 2019 at 10:18 PM by Sofia Georgiou  
(School Council President)

## About Our School

### School context

Doncaster Secondary College's vision is to enable all students to achieve their potential and become confident, effective learners who contribute productively to society. Our core purpose is underpinned by the following shared values: Respect: for ourselves, each other and our environment; Responsibility: for our own actions; Resilience: to embrace challenges with optimism and perseverance and Teamwork: working co-operatively with others.

Our College has a student population of approximately 1500 students, including around 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 one third of our students speak a language other than English at home. The English as an Additional Language (EAL) Program is vibrant and extensive. The addition of two multi cultural aides (Farsi and Mandarin) assist our communication with the nearly 20% of families where English is not spoken at home.

In 2018, the College had 140 staff (121.34 equivalent full-time staff) 4.8 Principal Class, 9 Leading Teachers/Learning Specialist 84.9 Classroom Teachers and 28 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. Approximately 90% of students enroll in tertiary studies at the end of VCE, with approximately 92% of students securing one of their first three University course preferences. We have increasing numbers of students undertaking a School Based Apprenticeship/Traineeship who graduate with a Victorian Certificate of Applied Learning (VCAL) qualification accounting for the number of students not seeking a tertiary study pathway. Doncaster Secondary College students regularly participate in national and international academic competitions and programs achieving success at the highest level.

### Framework for Improving Student Outcomes (FISO)

The FISO improvement initiatives that were the focus of our 2018 Improvement Plan were: 'Building practice excellence' and 'Empowering students and building school pride'. This framework was put into practice through our work with seven State Secondary Schools: Auburn High School, Ashwood High School, Box Hill High School, Canterbury Girls' Secondary College, South Oakleigh Secondary College, Templestowe College and Warrandyte High School. Together we have increased the focus on student learning in our schools and successfully built teacher capability beyond our individual settings.

Our goal is to build consistency and quality of teaching practice across our schools to lower instances of in-school variation in student performance. Consistency is being achieved through the development, ongoing evaluation and refinement of the Doncaster Secondary College Instructional Model that outlines the framework for teaching practice at our school. The Instructional Model promotes excellence in teaching and learning and utilises high-impact pedagogical strategies to improve student learning.

### Achievement

2018 was the first year of the College's Strategic Plan 2018-2021. The achievement goal was to maximise student learning growth through building practice excellence. Our students once again have performed above the Victorian state average in student learning. NAPLAN growth data for Year 7 to Year 9 indicates positive development of both literacy and numeracy skills in students with the majority of students demonstrating "Medium" or "High Growth" between Years 7 and Years 9.

In 2018, the General Achievement Test (GAT) adjusted VCE scores were excellent with students achieving beyond the GAT predicted score in the majority of VCE studies. The percentage of students achieving Australian Tertiary Admissions Ranks (ATARs) above 90 is above the state average. The post school outcomes for our Senior VCAL students were also very pleasing with the majority of these students translating their school based apprenticeship or traineeship into full time employment with a training component.

In 2019, our focus is on continuing to build on the gains in student learning outcomes and increase the percentages of students who have 'High' NAPLAN learning gains between Years 7 and 9 and increase the VCE study score median. We are aiming to further develop our Primary-Secondary School partnerships to better support students during their transition.

### Engagement

Our achievement goal is to improve student engagement and awareness of independent learning through student voice and agency. In 2018, a Leading Teacher was appointed to address this area of our work. Student leadership and feedback opportunities were enhanced and students are reporting an increased sense of being active participants in our learning culture. Our students demonstrate high engagement with school as per our outstanding student attendance figures and strong Student Attitude to School Survey results. Our student retention rates continue to be well above the state figures with the great majority of students who start at Doncaster Secondary College in Year 7 continuing with us until the end of Year 12.

### 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 indicate that our students are engaged, feeling safe and connected to their peers. In 2018, our Wellbeing Action Team brought together enthusiastic staff, students and parents to review and provide advice on our approach to wellbeing. The focus has been to formulate whole school approaches to supporting the needs of disadvantaged members of our college community as well as curricular and co-curricular opportunities to reinforce our vision for inclusion. The Wellbeing Action Team explored what it means to be a 'Safe School' and provide feedback on the implementation of the Rights and Respectful Relationships curriculum. The strengthening and expansion of the wellbeing team to include additional Counsellors/Social Workers as well as facilitate Social Work Field Education Placements was planned for in 2018 with a 2019 implementation strategy in place.

### Financial performance and position

Doncaster Secondary College continues to operate 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. In 2018, the College received \$124,942.00 allowing us to employ additional staff to provide further support to our students, in particular the areas of Literacy and Numeracy, Inclusion Officers and Multicultural Aides. We are in the fortunate position where the parent community supports the College in our financial goals. We are continuing to make improvements to ensure that we remain at the forefront of providing the best resources for our students. The College Council has in place a plan of updating and renewing of equipment and facilities over the longer term with a proposed self-funded building project to include fourteen new classrooms a staffroom and amenities in the shorter term. We have a commitment to a Cooperative Loan over the next eight years in repayment of the sports stadium built in 2012. In 2018 the College applied to the Department for approval of a Self-funded Building project to address the short fall of appropriate teaching spaces. Approval was granted for the construction of a two storey, 12 classroom Junior School building.

**For more detailed information regarding our school please visit our website at**  
<https://www.doncastersc.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

### School Profile

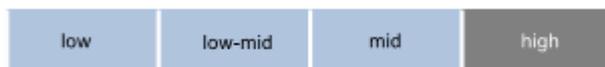
#### Enrolment Profile

A total of 1492 students were enrolled at this school in 2018, 724 female and 768 male.

20 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



#### School Staff Survey

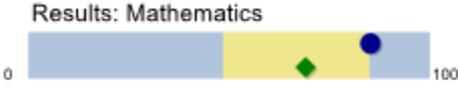
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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 Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></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: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: <b>100%</b>                      Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>7%</b>                      VET units of competence satisfactorily completed in 2018: <b>78%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>92%</b></p>		

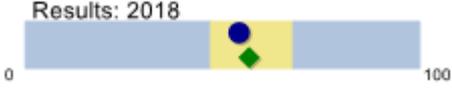
## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1030"> <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>90 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	92 %	90 %	93 %	94 %	93 %	<p>Results: 2018</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	92 %	90 %	93 %	94 %	93 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</b></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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$12,378,370	High Yield Investment Account	\$3,129,353
Government Provided DET Grants	\$2,499,799	Official Account	\$83,708
Government Grants Commonwealth	\$35,853	Other Accounts	\$3,285,453
Government Grants State	\$20,660	<b>Total Funds Available</b>	<b>\$6,498,514</b>
Revenue Other	\$256,090		
Locally Raised Funds	\$2,044,355		
<b>Total Operating Revenue</b>	<b>\$17,235,127</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$58,644		
Equity (Catch Up)	\$38,675		
<b>Equity Total</b>	<b>\$97,319</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$12,498,775	Operating Reserve	\$533,851
Books & Publications	\$23,923	Other Recurrent Expenditure	\$660
Communication Costs	\$49,734	Provision Accounts	\$4,674
Consumables	\$518,542	Funds Received in Advance	\$905,062
Miscellaneous Expense <sup>3</sup>	\$1,282,982	Cooperative Bank Account	\$143,618
Professional Development	\$55,630	Repayable to the Department	\$135,762
Property and Equipment Services	\$1,172,663	Asset/Equipment Replacement < 12 months	\$250,000
Salaries & Allowances <sup>4</sup>	\$566,402	Capital - Buildings/Grounds < 12 months	\$97,630
Trading & Fundraising	\$69,948	Maintenance - Buildings/Grounds < 12 months	\$243,000
Travel & Subsistence	\$16,723	Capital - Buildings/Grounds > 12 months	\$4,184,257
Utilities	\$126,614	<b>Total Financial Commitments</b>	<b>\$6,498,514</b>
<b>Total Operating Expenditure</b>	<b>\$16,381,935</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$853,192</b>		
<b>Asset Acquisitions</b>	<b>\$79,080</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

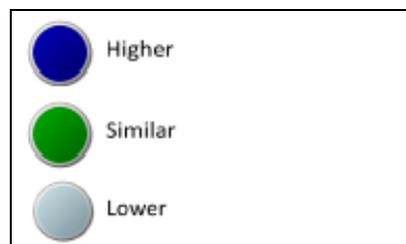


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').