

2017 Annual Report to the School Community



School Name: East Doncaster Secondary College

School Number: 7773



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian 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 2017 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 10 May 2018 at 09:28 AM by John Roberts (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 2017 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 11 May 2018 at 11:01 AM by Stefan Kazakis (School Council President)



About Our School

School Context

In 2017 East Doncaster Secondary College had an enrolment of 1558 students. We have 137 equivalent fulltime staff – a total of 167 staff members: 4 Principal class, 122 Teachers and 41 Education support staff

As a College, we strive to develop passionate learners who are critical thinkers with the confidence and capability to engage in the global community. We want students to experience a sense of achievement and growth in their academic, personal, social and emotional development. We continue to increase student access to decision-making and self-regulation as learners, improving their capacity to be contributing community and global citizens. We have high expectations that our students will commit to being supportive of each other as they strive for success as learners.

Our catch phrase as learners is “Creating a Culture of Curiosity” – we strive to ensure that there is a focus on learning improvement for every student.

As a result, our student achievement data is excellent across a range of data sets and year levels.

We are proudly multicultural across more than 40 nationalities, with an international student program of over 110 students in 2017. 41% of our students undertaking English as an Additional Language (EAL) study.

We continue to look for opportunities for students to pursue their passions and interests at East Doncaster Secondary College. In sport, we continue to excel with team and individual success at State and National level. In our Performing Arts, our music program continues to flourish, and our School Productions are outstanding. There are many student leadership opportunities and growth of student voice has been an ongoing College goal.

Framework for Improving Student Outcomes (FISO)

In 2017 our College continued our FISO initiative with John Monash Science School, Camberwell High School and Koonung Secondary College. As a group of secondary schools, we identified **Literacy Across the Curriculum** as a fundamental focus to further maximize learning outcomes for every student.

2017 witnessed the continuation of significant professional development of school leaders and teachers in the identified “Literacy for Learning” program selected in 2016.

We commenced a program of benchmarking assessment tasks in both English and Science classes so that progress of the FISO initiative could be tracked. These tasks were assessed by an external assessor, with a key emphasis on the literacy of each subject.

Having completed the training of program tutors in 2016, all schools commenced rigorous professional development programs to deliver ‘Literacy for Learning’ modules to all staff members during the course of 2017-18. The goal is for us to complete the training of all staff by the end of 2018.

It is anticipated that staff will immediately begin adopting literacy strategies from this program in their pedagogical approaches to the planning, presentation and assessment of their coursework.

Achievement

At East Doncaster Secondary College we have a strong tradition of academic excellence and we aim to promote and sustain a reflective learning culture.

Our College continually performs well above the state medians in all areas of student learning, including literacy, numeracy and a wide range of VCE Studies.

Our VCE results continue to improve. Our students achieved a mean VCE study score of 32.27 and 11.6 % of study scores at or above 40. Two students received a perfect score of 50. The Dux of our College received an ATAR of 99.3. 25% of students achieved an ATAR above 90. Our focus on critical thinking, collaboration, consistency of practice across classes and on effective feedback underpins this continued upward trend.

Our NAPLAN data indicates our students are strong performers in both Literacy and Numeracy. Year 7-9 NAPLAN learning growth data shows that 85 % of students have demonstrated medium to high growth in Reading and 76 % of students have demonstrated medium to high growth in Writing. 83% of students demonstrated medium to high learning gain in Numeracy.

With over 65% of our students having language backgrounds other than English, a strong focus has been on literacy improvement. The College continues to identify all students who are performing above and below expected levels. This data is communicated to all teachers so that when working collaboratively on curriculum, specific teaching strategies are explored that will most effectively meet the learning needs of all students. This work has been developed further through our FISO initiative on Literacy Across the Curriculum.



Engagement

The College is committed to developing independent, confident, resilient students who are engaged in and enjoy school. College programs continue to foster student engagement, connectedness to peers, to the College and to the local and global community.

College student attendance is consistently high and continues to be above 90% at all year levels. This is pleasing and reflects the value the East Doncaster College community places on education.

Student Attitude to School Survey data focuses our work to further build student engagement and connectedness. In 2017 we continued to provide professional development for teachers in how best to engage student learners from non-English speaking backgrounds in their classes and to seek pathways for enhanced student connections and relationship-building.

Student retention rates for Years 7-12 continue to be above the State median - with the only significant drop occurring between Year 8 and 9 due to select entry school offers. This continued positive trend of retention particularly in the senior school, is partly reflected by students having greater access to VET, intermediate and senior VCAL programs at the College. Student exit data reflects a culture of academic success, aspiration and a thorough preparation for tertiary education – in excess of 85% of our students progress directly to University studies.

Our extensive co-curricular programs have also offered multiple tiers of support and connection to our students. Sport, debating, academic competitions, music, performing and creative arts events cater for the diversity of student interest and provide a vast array of learning opportunities. Our College camps and outdoor education programs offer a range of experiences to East Doncaster students at all year levels. These programs foster the sense of belonging and pride that students have in themselves and their College.

Wellbeing

At East Doncaster Secondary College our school values guide our behaviours and teacher response to behavioural concerns. This has resulted in our students taking greater responsibility in the classroom and becoming involved in how curriculum is addressed. This is in addition to the many student leadership opportunities and community programs, continue to shape the greater life of the College.

The Annual Attitudes to School Survey data demonstrates ongoing student connectedness to school and high student motivation, highlighting the positive learning environment at our College.

We have further developed accountability for actions by building individual and collective responsibility through the use of our established College-wide restorative practices approach to behaviour management and relationship building.

We continue to be part of the “Positive Schools Network” and in 2017 we intensified our focus on “Positive Futures”. We continue to seek innovative pathways to educating the “whole child” with our students, staff and parent community participating in various workshops to develop wellbeing. We continue to be proud that our College embraces both social and cultural diversity and inclusion by being accepted as ‘lead school’ in the state-wide ‘Respectful Relationships’ program.

Building leadership capacity in students via training and mentoring resulted in a greater involvement in the Student Representative Council, the Senior and Middle School leadership teams, Captaincy of Home Groups, Houses, International Students, Sporting Teams, Debating, Music, Drama, Peer Support and Technical Support. We continue to provide opportunities for our students to develop an understanding of and connection with their community beyond the College gates.

For more detailed information regarding our school please visit our website at
<http://www.edsc.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	
<p>Enrolment Profile</p> <p>A total of 1558 students were enrolled at this school in 2017, 731 female and 827 male.</p> <p>41 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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>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 Schools: Results for this school: Median of all Victorian Government Secondary Schools:

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 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>Reading Low: 26%, Medium: 46%, High: 27%</p> <p>Numeracy Low: 26%, Medium: 45%, High: 29%</p> <p>Writing Low: 23%, Medium: 47%, High: 30%</p> <p>Spelling Low: 17%, Medium: 54%, High: 29%</p> <p>Grammar and Punctuation Low: 23%, Medium: 50%, High: 27%</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 15%, Medium: 50%, High: 35%</p> <p>Numeracy Low: 18%, Medium: 43%, High: 40%</p> <p>Writing Low: 25%, Medium: 50%, High: 26%</p> <p>Spelling Low: 27%, Medium: 44%, High: 29%</p> <p>Grammar and Punctuation Low: 23%, Medium: 49%, High: 28%</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: 2017 0 to 50 scale, school score is above 30.</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score is above 30.</p>	<p> Similar</p> <p> Similar</p>
<p>Students in 2017 who satisfactorily completed their VCE: 99% Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: 6% VET units of competence satisfactorily completed in 2017: 98% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: 100%</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>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</p> <p>School Comparison 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 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Yr7</td> <td>Yr8</td> <td>Yr9</td> <td>Yr10</td> <td>Yr11</td> <td>Yr12</td> </tr> <tr> <td>95 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> </tr> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	95 %	93 %	92 %	94 %	94 %	95 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
95 %	93 %	92 %	94 %	94 %	95 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p>												
<p>Exit Destinations</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: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● 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>Students Attitudes to School - Sense of Connectedness</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: 2017</p>	<p>● Similar</p>
<p>Students Attitudes to School - Management of Bullying</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: 2017</p>	<p>○ Lower</p>

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)

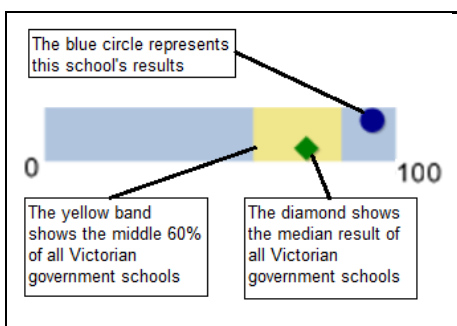
Engagement

- 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).

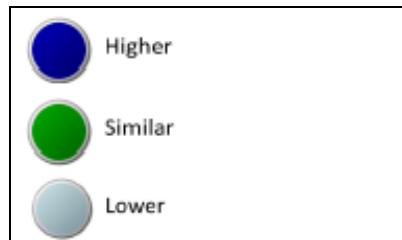


What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

Financial performance and position commentary

East Doncaster Secondary College ensures the efficient allocation of resources to optimise the achievement, engagement and wellbeing of all students. The College prioritises investment in leadership development and continual staff professional learning directly related the identified College key priorities and targets.

Within the School budgetary processes we have ensured that our priority has been focused upon improvement in the teaching and learning program, improvement in our physical environment and a continual improvement in our responsiveness to families across the community.

The Financial Position of the College reflected an improvement in available funds from 2016. Through prudent management and by maximizing our resources and facilities, the College placed itself in a sound financial position as we continue to plan for further improvement in the learning program and physical environment of the College.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$12,497,583	High Yield Investment Account	\$16,946
Government Provided DET Grants	\$2,030,346	Official Account	\$967,742
Government Grants Commonwealth	\$21,547	Other Accounts	\$1,517,439
Government Grants State	\$26,565	Total Funds Available	\$2,502,127
Revenue Other	\$87,991		
Locally Raised Funds	\$2,335,580		
Total Operating Revenue	\$16,999,612		
Equity¹			
Equity (Social Disadvantage)	\$60,930		
Equity (Catch Up)	\$26,382		
Equity Total	\$87,312		
Expenditure		Financial Commitments	
Student Resource Package ²	\$13,252,783	Operating Reserve	\$249,004
Books & Publications	\$24,715	Asset/Equipment Replacement < 12 months	\$49,756
Communication Costs	\$29,966	Capital - Buildings/Grounds incl SMS<12 months	\$425,000
Consumables	\$415,582	Maintenance - Buildings/Grounds incl SMS<12 months	\$40,000
Miscellaneous Expense ³	\$1,592,857	Cooperative Bank Account	\$136,266
Professional Development	\$96,965	Revenue Receipted in Advance	\$813,903
Property and Equipment Services	\$748,781	School Based Programs	\$7,649
Salaries & Allowances ⁴	\$444,897	School/Network/Cluster Coordination	\$11,810
Trading & Fundraising	\$12,926	Repayable to DET	\$761,751
Travel & Subsistence	\$45,626	Other recurrent expenditure	\$6,989
Utilities	\$120,844	Total Financial Commitments	\$2,502,127
Adjustments	\$12,024		
Total Operating Expenditure	\$16,797,965		
Net Operating Surplus/-Deficit	\$201,647		



Asset Acquisitions

\$1,007,886

- (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 05 March 2018 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.

