

2019 Annual Report to The School Community



School Name: East Doncaster Secondary College (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 Registration 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 2019 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 09 March 2020 at 08:16 PM by John Roberts (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

About Our School

School context

East Doncaster Secondary College is a large, single campus, co-educational school with a focus on high academic achievement, excellence in teaching and learning and a broad, inclusive co-curricular program, situated in the eastern suburbs of Melbourne.

In 2019, East Doncaster Secondary College had an enrolment of 1602 students. We have 141.2 equivalent fulltime staff, 4 Principal class, 132 Teachers and 45 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. The College values of curiosity, excellence, fairness, respect, resilience, teamwork, care and compassion reflects these desired outcomes.

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. We have high expectations that our students will commit to being supportive of each other as they strive for success as learners

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

Diversity adds to the richness and quality of the students’ educational experience at East Doncaster Secondary College. We are proudly multicultural across more than 40 nationalities, with an international student program of over 100 students in 2019. 44% of our students undertaking English as an Additional Language (EAL) study.

Alternative pathway options to enable greater flexibility to cater for individual needs are a strength of the College. Students have access to external VET provision and a quality delivery of vocational pathway options that include VCAL (as a member of the atEAST consortium) and the recently introduce Headstart program.

As a high performing school, achieving consistently outstanding VCE results, East Doncaster Secondary College prides itself on academic excellence in an environment where individual and collective student academic, sporting, music and the arts achievements are recognised and celebrated. Underlying the focus on excellence is the recognition that such outcomes can best be achieved in an environment where students are happy, healthy and resilient.

Framework for Improving Student Outcomes (FISO)

The College completed a review in term 2 of 2019, which enabled us to acknowledge and celebrate our achievements over the four-year review cycle and plan for future improvement. Our new Strategic Plan (2020-2023) introduced nine key improvement strategies centred on the two FISO improvement initiatives of ‘Excellence in teaching and learning; and ‘Community engagement in learning’.

The School Review Panel recommended the development of improvement strategies in the following key directions for our new School Strategic Plan:

- Curriculum and Assessment
- High impact teaching strategies
- Student Wellbeing and Connectedness

Our challenge, within this contextual framework, lies in our ability to continue to improve learning outcomes for all students, namely to:

- Build the pedagogical expertise of teaching staff in the areas of personalized learning, cognitive demand and differentiation with particular emphases on our highest achieving students and those requiring significant intervention for progress

- Build the confidence of teaching staff to assign appropriate Victorian Curriculum ratings for all students and which more closely reflect students' achievements on external assessments
- Focus on building teacher capacity and effectiveness with strategies to improve Literacy outcomes across the school
- Build staff expertise in agreed approaches to student wellbeing and engagement with particular emphasis on our 'Positive Futures' agenda.
- Develop programs and opportunities for students to develop resilience, optimism, emotional strength and a global mindset

In 2019, 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.

2019 witnessed the continuation of significant professional development of school leaders and teachers in the identified "Literacy for Learning" program and our College's 'Literacy Framework' documentation. Our Framework document is based upon a core belief that teachers in all subject areas have a shared responsibility to ensure that literacy is a central focus of the teaching and learning practices in their classroom. It is acknowledged that as a College it is important that we have a shared understanding that building the literacy capacity of students also builds their capacity to learn deeply. In order for this to be achieved, students must engage every day with the literacy components of reading, writing, speaking and listening in all subjects areas.

A number of whole-staff workshops were completed during the year to offer professional learning on the content and strategies within our framework document.

All staff from all four schools were involved in a successful Literacy Conference in July conducted by Literacy expert Misty Adoniou to further advance our collective understanding of the subject specific literacy strategies that can be applied to assist students in their grasp of subject language and literacy.

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 and 10 % of study scores at or above 40. Two students received a perfect score of 50. The joint Dux's of our College received an ATAR of 99.50. 49% of students achieved an ATAR above 80. 24% of students received an ATAR above 90. Our focus on collaboration of teaching teams, 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 80 % of students have demonstrated medium to high growth in Reading and 73 % of students have demonstrated medium to high growth in Writing. 72% of students demonstrated medium to high learning gain in Numeracy.

With over 72% 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 and will continue to be 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 91% at all year levels. Our average 2019 attendance rate for Year Levels 7-12 sits at 93.7%. This is pleasing and reflects the value the East Doncaster College community places on education.

The average annual student absenteeism of 12.6 days is well below the state median of 21.3 days

Student Attitude to School Survey data focuses our work to further build student engagement, connectedness and the integrity of relationships with all College stakeholders. In 2019, we continued to provide professional development for teachers in how best to seek pathways for enhanced student connections and relationship building.

Student retention rates for Years 7-12 continue to be well 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. This was complimented in 2019 with the introduction of the VCE Headstart program that was initiated mid-year. Student exit data reflects a culture of academic success, aspiration and a thorough preparation for tertiary education – in excess of 85% of our student's progress directly to University studies.

Our extensive co-curricular programs have also offered multiple tiers of engagement and connection to our students. Sport, debating, academic competitions, music, performing and creative arts events cater for the diversity of student interest and platforms for students to develop their passion in individual pursuits. 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 we are committed to provide a safe, supportive and inclusive learning environment.

Our school values guide our behaviours and teacher response to behavioural concerns. We continue to address strategies to enable students to take greater responsibility in the classroom, becoming involved in how curriculum is addressed and how student voice is valued and shapes the daily experience as a College student.

Our College Student Wellbeing team, working closely with our Sub-School teams and supported by the documentation available via the COMPASS system, ensures all students have ongoing access to multiple tiers of physical, social and emotional support.

Through a holistic approach to wellbeing, the College has continued to offer an extensive overlay program, individualised support and counselling where appropriate. The program includes Middle and Senior years Pathways support, the Year 7 Orientation program, College Values Assemblies, Year 7, 8 & 11 Camp program, Elevate Education seminars and themed year-level wellbeing foci.

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.

In 2019 we intensified our focus on "Positive Futures" as a means of visibly addressing the social and emotional needs of our students in a multi-dimensional and integrated approach. Our College embraces both social and cultural diversity and inclusion and were proud of the recognition we received in this sphere by continuing in our role 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.

Financial performance and position

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. Equity funding is expended on programs and additional support and resources for vulnerable cohorts and for students most in need of further tiers of support.

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. This is undertaken in a balanced and fiscally responsible manner. The Financial Position of the College reflected the maximizing of 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.

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

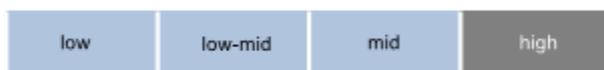
Enrolment Profile

A total of 1602 students were enrolled at this school in 2019, 745 female and 857 male.

44 percent were EAL (English as an Additional Language) students and ND 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.



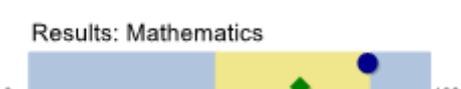
School Staff Survey

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

Achievement	Student Outcomes	Similar 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 School Comparison</p> <p>Above </p> <p>Below </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: ◆ **Key:** Similar School Comparison: Above Similar Below

Achievement	Student Outcomes	Similar 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>

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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>Above ●</p>
<p>Students in 2019 who satisfactorily completed their VCE: 99% Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 11% VET units of competence satisfactorily completed in 2019: 91% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 98%</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: Similar School Comparison Key: Above Similar Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above </p>												
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>91 %</td> <td>94 %</td> <td>95 %</td> <td>96 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	94 %	92 %	91 %	94 %	95 %	96 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
94 %	92 %	91 %	94 %	95 %	96 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>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: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Similar </p>												

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: 		Similar School Comparison	
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆		● Above	● Similar ● Below
Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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, 2019

Revenue	Actual
Student Resource Package	\$14,057,989
Government Provided DET Grants	\$2,249,163
Government Grants Commonwealth	\$15,300
Government Grants State	\$20,319
Revenue Other	\$130,231
Locally Raised Funds	\$2,634,526
Capital Grants	\$16,000
Total Operating Revenue	\$19,123,528

Equity¹

Equity (Social Disadvantage)	\$66,994
Equity (Catch Up)	\$14,441
Equity Total	\$81,434

Expenditure

Student Resource Package ²	\$14,793,031
Books & Publications	\$19,706
Communication Costs	\$31,270
Consumables	\$127,000
Miscellaneous Expense ³	\$1,319,252
Professional Development	\$99,115
Property and Equipment Services	\$1,116,789
Salaries & Allowances ⁴	\$615,653
Trading & Fundraising	\$17,800
Travel & Subsistence	\$222,474
Utilities	\$139,034

Total Operating Expenditure

\$18,811,126

Net Operating Surplus/-Deficit

\$312,402

Asset Acquisitions

\$823,773

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$1,966,777
Official Account	\$263,376
Other Accounts	\$228,558
Total Funds Available	\$2,458,710

Financial Commitments

Operating Reserve	\$585,571
Funds Received in Advance	\$1,675,173
Cooperative Bank Account	\$136,266
Funds for Committees/Shared Arrangements	\$56,731
Maintenance - Buildings/Grounds < 12 months	\$820,000
Total Financial Commitments	\$3,273,741

- (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 26 February 2020 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)

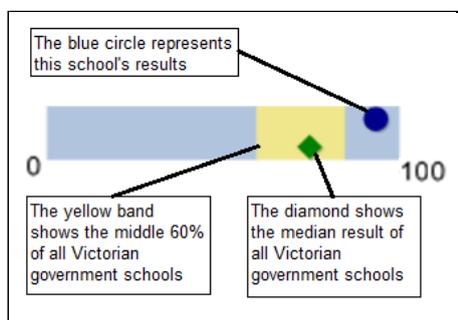
Engagement

- 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).

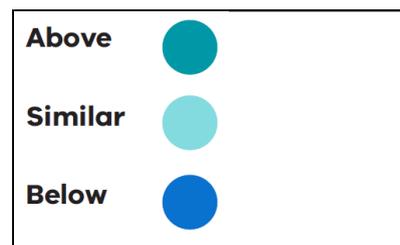


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').