

2020 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 2020 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 16 March 2021 at 04:07 PM by John Roberts (Principal)

The 2020 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.

Attested on 25 March 2021 at 09:29 AM by Stefan Kazakis (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

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 2020, East Doncaster Secondary College had an enrolment of 1628 students. We have 143.2 equivalent fulltime staff, 4 Principal class, 135 Teachers and 43 Education support staff.

The extreme circumstance of 2020 severely challenged our students, staff and all within our community. Despite the challenges, discomfort and uncertainty of the year, our students and staff were generally able to display a positive mindset and a resilient approach. Our teachers and support staff were committed to ensuring the learning and wellbeing of students was not adversely affected by the disruptions that were faced.

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.

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 scope 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 80 students in 2020.

The College offers an array of alternative pathway options to enable greater flexibility in our ability to cater for individual needs. 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). We are the host-school for the Eastern Metropolitan Cluster of the VCE Headstart program.

As a high performing school, East Doncaster Secondary College prides itself on academic excellence in an environment where 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 connected.

Framework for Improving Student Outcomes (FISO)

Our College 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'.

Our strategic direction is focussed upon the development of improvement in the following key directions:

- 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 by:

- Building 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

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

In 2020, 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.

Whilst a number of our foci and professional learning intentions with staff were able to be undertaken in the course of 2020, some of our approaches needed to be modified in the periods of remote and flexible learning to adjust for the changing circumstances and priorities of these periods of time.

Achievement

At East Doncaster Secondary College we have a strong tradition of academic excellence.

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.

It was very pleasing to note that even with the challenges related to the extended periods of remote and flexible learning throughout the year, our VCE results continued to improve in 2020. Our students achieved a mean VCE study score of 32.8 and 12.8 % of study scores at or above 40. Four students received a perfect score of 50. The Dux of our College received an ATAR of 99.45. 47% of students achieved an ATAR above 80. 22% 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.

Student progress in NAPLAN testing benchmarks were not applicable in 2020, as the testing regime was not undertaken due to COVID lockdowns.

With over 72% of our students having language backgrounds other than English, a strong focus continues to be 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.

The College’s small cohort of PSD students are well supported and are making good progress, achieving all identified personal learning goals. Despite these results, our College continues to look for ways to achieve further improvement in student learning outcomes through the implementation of the key improvement strategies of our School Strategic Plan.

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. Our average 2020

attendance rate for Year Levels 7-12 sits at 92.8%. This is pleasing and reflects the commitment and application of our students and the broader value the East Doncaster College community places on education.

The average annual student absenteeism of 14.4 days is well below the state median of 17.8 days.

The College's Year Level and Wellbeing Coordinators undertook targeted intervention responses to any student who, during the course of the year, was identified as being 'at risk' because of absences from school. Although a more difficult task in 2020, this tier of support became crucial in responding to individual student needs. On a number of occasions the assistance of external agencies was utilised in order to further support students.

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 2020, we continued to explore pathways and strategies to enable teachers to enhance student connections and build relationships. Due to the extreme circumstances that presented in 2020, this became a central focus.

Student retention rates for Years 7-12 continue to be well above the State median benchmarks. This continued positive trend of student retention, particularly in the senior school, is partly related to students having greater access to vocational pathways via VET, intermediate and senior VCAL/Headstart 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 student's progress directly to tertiary studies.

Wellbeing

At East Doncaster Secondary College we are committed to provide a safe, supportive and inclusive learning environment. This commitment became an articulated priority during 2020, especially during the periods of remote and flexible learning throughout the year.

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 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, Elevate Education seminars and themed year-level wellbeing foci.

Construction of the College's new purpose-built Wellbeing Centre was completed in 2020. This was a great addition to the College facilities and one that reflects our belief that individual and collective wellbeing sits at the centre of the College program.

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 2020 we commenced our vertical mentoring 'Positive Futures' program as a means of 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 we are proud of the recognition we received in this sphere by continuing in our role as 'lead school' in the state-wide 'Respectful Relationships' program.

Financial performance and position

East Doncaster Secondary College recorded a net operating surplus for the year, thus ensuring 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.

Although the circumstance of 2020 have negatively impacted upon multiple streams of revenue to the College - with the hiring of College facilities and our International Student Program being central to this, the College remains 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 Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1628 students were enrolled at this school in 2020, 739 female and 889 male.

46 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

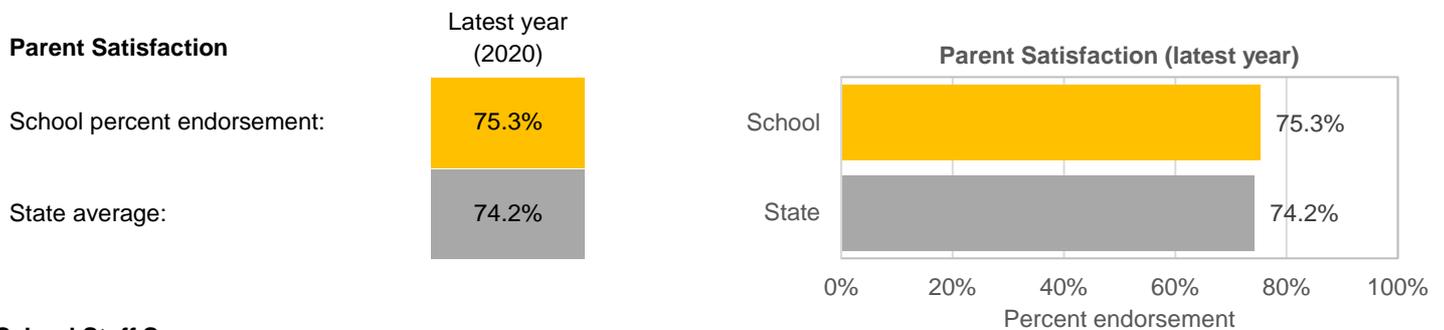
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

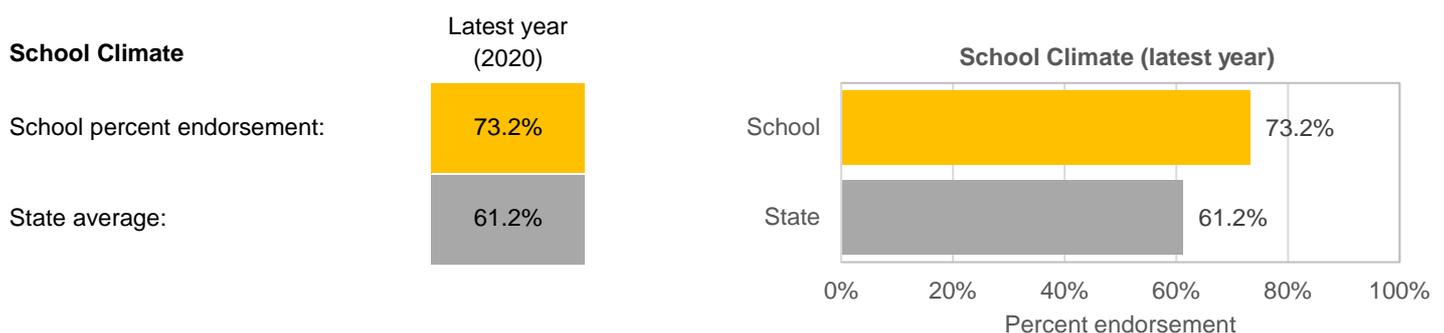


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

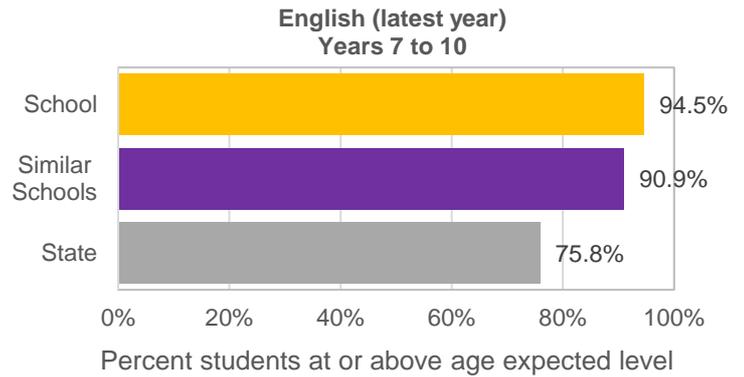
94.5%

Similar Schools average:

90.9%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

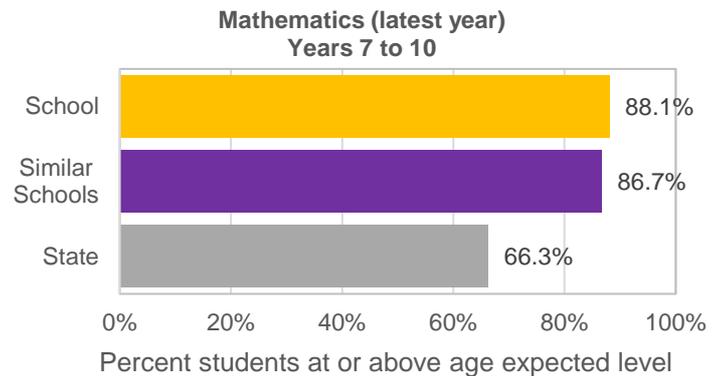
88.1%

Similar Schools average:

86.7%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

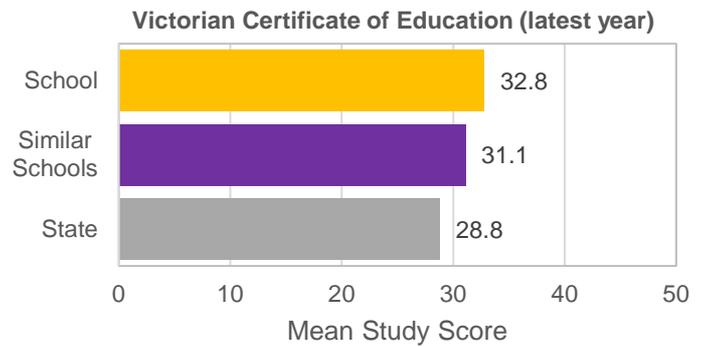
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	32.8	32.3
Similar Schools average:	31.1	31.2
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

12%

VET units of competence satisfactorily completed in 2020:

81%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

85%

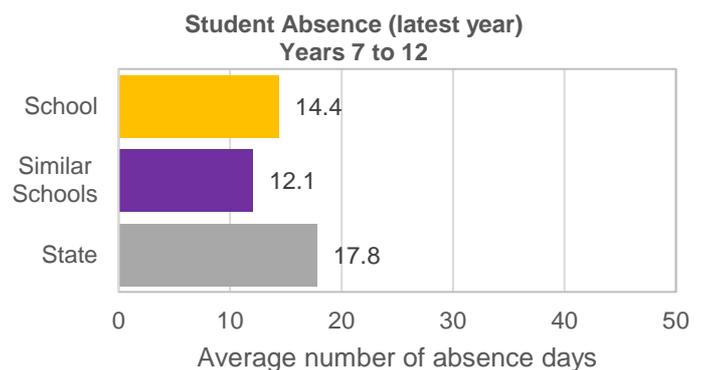
ENGAGEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	14.4	13.0
Similar Schools average:	12.1	13.7
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

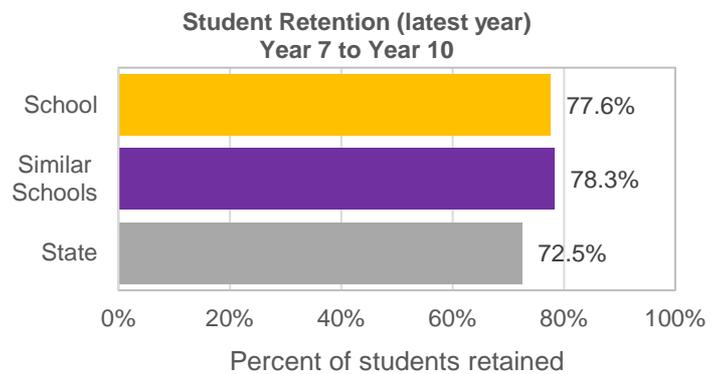
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	92%	90%	91%	93%	95%	96%

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	77.6%	76.2%
Similar Schools average:	78.3%	77.7%
State average:	72.5%	72.9%



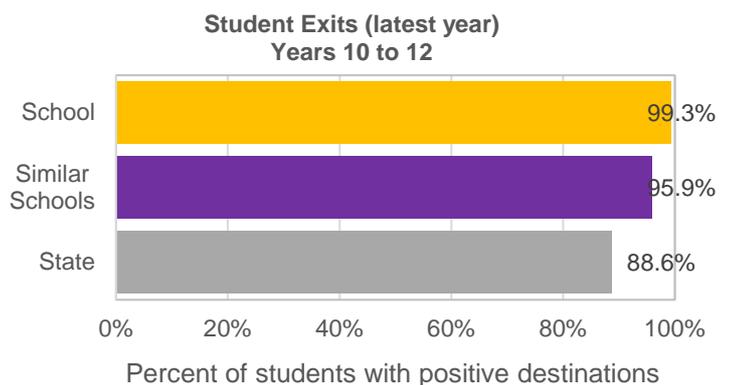
Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	99.3%	98.7%
Similar Schools average:	95.9%	96.9%
State average:	88.6%	89.1%



WELLBEING

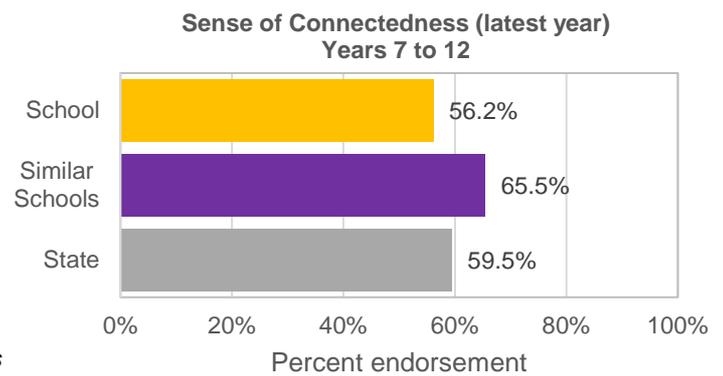
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	56.2%	55.5%
Similar Schools average:	65.5%	59.5%
State average:	59.5%	55.3%



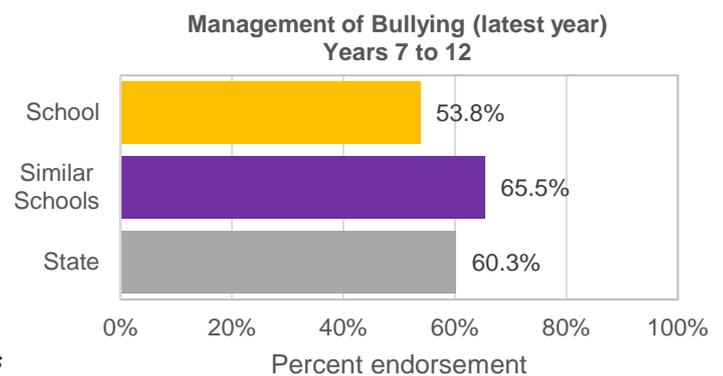
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	53.8%	54.3%
Similar Schools average:	65.5%	61.1%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$15,050,659
Government Provided DET Grants	\$2,203,293
Government Grants Commonwealth	\$6,760
Government Grants State	\$12,830
Revenue Other	\$23,908
Locally Raised Funds	\$1,664,753
Capital Grants	NDA
Total Operating Revenue	\$18,962,204

Equity ¹	Actual
Equity (Social Disadvantage)	\$81,992
Equity (Catch Up)	\$16,417
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$98,410

Expenditure	Actual
Student Resource Package ²	\$16,212,933
Adjustments	NDA
Books & Publications	\$19,140
Camps/Excursions/Activities	\$310,111
Communication Costs	\$36,153
Consumables	\$389,720
Miscellaneous Expense ³	\$244,512
Professional Development	\$33,359
Equipment/Maintenance/Hire	\$269,390
Property Services	\$551,710
Salaries & Allowances ⁴	\$391,866
Support Services	\$322,590
Trading & Fundraising	\$21,826
Motor Vehicle Expenses	\$45
Travel & Subsistence	\$17,879
Utilities	\$129,121
Total Operating Expenditure	\$18,950,356
Net Operating Surplus/-Deficit	\$11,848
Asset Acquisitions	\$1,096,686

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,744,111
Official Account	\$181,918
Other Accounts	\$162,624
Total Funds Available	\$2,088,653

Financial Commitments	Actual
Operating Reserve	\$401,435
Other Recurrent Expenditure	\$5,427
Provision Accounts	\$742
Funds Received in Advance	\$535,028
School Based Programs	NDA
Beneficiary/Memorial Accounts	\$24,111
Cooperative Bank Account	\$136,266
Funds for Committees/Shared Arrangements	\$55,713
Repayable to the Department	\$340,017
Asset/Equipment Replacement < 12 months	\$50,700
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	\$467,500
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,266,939

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.