2022 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).
- 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 of the previous calendar year 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 2023 at 08:30 AM by Glenn Morris (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 23 March 2023 at 05:32 PM by Vicky Paradisis (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- all subjects for Victorian Certificate of Education (VCE) examinations

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

At Doncaster Secondary College all students are active participants in a learning culture which promotes academic excellence and personal development through a diversity of challenging experiences. Our core purpose is reflected in the College motto 'Working Together, Learning Together'. We are working together to enable all students to achieve their potential and become confident, effective learners who contribute productively to society. Our core purpose and vision statement are underpinned by the Doncaster Secondary College Values of Respect, Responsibility, Resilience and Teamwork.

- Respect for ourselves, each other, and the environment. This includes treating others how you want to be treated, actively listening to others, having high regard for yourself and others in the learning environment, and understanding and responding appropriately to difference.
- Responsibility for our own actions, including attending school on time with correct uniform and learning materials, understanding learning intentions and how these can be achieved, submitting work on time, and accepting consequences for your actions.
- Resilience to embrace challenges with optimism and perseverance, taking realistic steps when facing challenges while using feedback to grow and improve, exploring different ways to learn and achieve your goals, and using initiative when asking for regular help if you need it.
- Teamwork is working co-operatively and constructively with others while valuing feedback and utilising your own strengths to encourage and enable those around you. This includes giving, receiving, and applying constructive criticism and feedback from fellow team members.

Doncaster Secondary College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. We recognise the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

Doncaster Secondary College's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, responsibility, resilience and teamwork at every opportunity.

The programs and teaching at Doncaster Secondary College support and promote the principles and practice of Australian democracy, including a commitment to:
- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance

Doncaster Secondary College is in the City of Manningham in the north-eastern suburbs of Melbourne approximately 20 kilometres from the Melbourne Central Business District. The college community lives and learns on the lands of Wurundjeri Woiwurrung people of the Kulin Nation. The school was founded in 1969. The college facilities include a presentation and performance centre, a refurbished library, Science, Technology, Engineering, Arts and Mathematics (STEAM) and music practice rooms. There is a careers office, a middle year's precinct and senior study space, computer rooms, multi-purpose learning spaces, relocatable classrooms, and an administration area. Recreational grounds include a synthetic surface sports oval, five tennis, badminton, and hockey courts, a school gym, weights room and multi-court sports stadium with seating for 650 people.

Enrolments in August 2022 were approximately 1317 students. The college currently has 48 international students. The college's 2022 Student Family Occupation Education (SFOE) index was 0.2755.
The staffing profile of Doncaster Secondary College includes a principal and 2.6 Full-Time Equivalent Assistant (FTE) Principals, 93.6 FTE teachers and 36.7 FTE Education Support (ES) staff and a Mental Health Practitioner.

The college's F-10 curriculum framework incorporates the eight learning areas. The college implements the Victorian Curriculum Years 7–10 required by The Education and Training Reform Act 2006 encompassing The Arts, English, Health and Physical Education, The Humanities, Languages (French, Italian and Mandarin), Mathematics, Science and Technology. Senior secondary programs include the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and the Victorian Certificate of Applied Learning (VCAL), including access to accelerated studies for Years 10–11 students. The co-curricular offerings include:

- national and international student leadership
- annual camps in Years 7 regional Victoria, Year 9 Alpine School, Year 9 Outdoor (kayaking and sailing), and Year 11 Central Australia
- excursions (year levels and transitions)
- instrumental music, annual musical and drama productions, and band performances
- sports (annual swimming and athletics carnivals, interschool and state sports).

The college has a Select Entry Accelerated Learning (SEAL) program for Years 7–10 students. The college has a bring your own device (BYOD) program. Students access wireless internet from any location within the college grounds. Students participate in a Year 7–10 pastoral program called DISCovery. The Positive Climate for Learning and Community leaders and wellbeing staff support students using the Resilience, Rights and Respectful Relationships program, the college's five Rs (Remind, Refocus, Relocate, Remove and Restore) utilising restorative practices for student behaviour management. Designated staff positions support the Years 7–12 student wellbeing program. Regional resources including a Mental Health Practitioner, Student Support Services Officers, Social Workers and pre-service counsellors, and community organisations.

Progress towards strategic goals, student outcomes and student engagement

Learning

Doncaster Secondary College is committed to maximising learning growth for all students regardless of their starting point. During 2022, Doncaster Secondary College's 'Learning' goal was to support those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. High level actions which were taken to achieve this goal were to:

- Embed Professional Learning Communities to collaborate and plan to meet students' diverse learning needs, especially in numeracy.
- Extend student agency to create independent and self-regulating learners who take responsibility for their learning.

The new School Strategic Plan (SSP) has seen the introduction of an organisational design structure to align school resources to meet our 2022 AIP Learning Goals. The introduction of three 'mini-schools', each with a clear vision and understanding of their role in the learning journey of our community, provided the leadership and structure required to improve student learning outcomes. Professional Learning Community (PLC) instructional leaders were appointed to lead professional learning teams. PLC instructional leaders received time and training to build their capacity to lead teams effectively, including using an evidence-based cycle of curriculum planning and evaluation. A culture of collaboration within mini-schools and PLCs lead to an increase in teachers observing each other's practice and learning from one another. Peer observations supported the sharing of best practice and built awareness of the impact of teaching. PLC instructional leaders facilitated inquiry cycles which enhanced staff capability in assessment to plan to meet students' diverse learning needs, measure growth and inform teaching and learning.

The achievement data for 2022 indicates consistently strong outcomes with all areas of performance above the state average.

Senior School Outcomes

The VCE completion rate decreased slightly from 99% (2021) to 98% (2022). The Mean Study Score increased from 29.3 (2021) to 30.3 (2022) and was above the 4-year average of 29.6. The % of students with an English study score above 37 increased from 14% (2021) to 20% (2022). This is now above the similar school average of 15%, and 8% above the state average of 12%, and above our 3-year average of 18%. Of the 69% of students who applied for courses through VTAC, 98% received enrolment offers. VCAL unit completion rates increased from 77% to 91%. VET units of competence satisfactorily completed remained at 78%. Doncaster Secondary College achieved significant improvements in VCE outcomes in 2022 including:

- 20.5% of students achieved an ATAR greater than 90 (13% in 2020, 17% in 2021)
- 56.0% of students achieved an ATAR greater than 70 (51% in 2020, 50% in 2021)
- Median study score increased from 29 to 30
- 17.12% study scores greater than 37 (12.95% in 2021)

In response to the improved VCE outcomes at Doncaster Secondary College, Mark Flack - Area Executive Director - Inner East - North Eastern Victoria Region wrote - *a great effort from your students and a great reflection of the hard work from you and your staff.*

NAPLAN Outcomes

Yearly and 4-year NAPLAN averages across 'Similar Schools', State and Doncaster Secondary College decline from Year 7 to Year 9 in Reading and Numeracy measures. Whilst Doncaster Secondary College is above the state average in Reading and Numeracy, the College is below the Similar Schools Average for these Achievement measures. In 2022 the percentage of students achieving in the top three bands of NAPLAN Year 9 Reading and Numeracy was below the 4-year average (Year 9 Reading 50.5%% compared to a 4-year average of 55.5% and Year 9 Numeracy 55.8% compared to a 4-year average of 56.4%). However, NAPLAN Year 9 Numeracy percentage of students achieving in the top three bands increased from 52.3% (2021) to 55.8% (2022). Both Similar Schools and State Numeracy outcomes declined in 2022. The NAPLAN Year 7 Reading and Numeracy were lower in 2022 than the 4-year average (Year 7 Reading 63.3% compared to a 4-year average 66.9% and Year 7 Numeracy 70.1% compared to a 4-year average of 72.4%). This trend is matched across Similar Schools in Year 7 and 9 Numeracy and Year 7 Reading however, Similar Schools have seen an increase in Year 9 Reading vs the 4-year average.

The Tutor Learning Initiative (TLI) was implemented to support students exhibiting low growth in 2021 to catch up. Individual Education Plans (IEPs) were developed for each of the students in the program. Student Support Group (SSG) meetings were held, and IEPs were developed. The achievement of goals was monitored for all PSD students and those with identified needs. The goals and strategies developed in the IEPs were communicated and implemented in the classroom.

Wellbeing

During 2022, Doncaster Secondary College worked towards the goal of effectively mobilizing available resources to support students' wellbeing and mental health, especially the most vulnerable. High level actions which were taken to achieve this goal were:
- Extend the multi-tiered response to support students' wellbeing and mental health.

The wellbeing of students in a school setting is a shared responsibility across all stakeholders within a school community. The role of the Child Safety and Wellbeing Team at Doncaster Secondary College is to resource these stakeholders to manage this responsibility and respond effectively to student need and promote positive student outcomes. The whole school approach to wellbeing meant that the College was well-positioned to care for our community as they returned to the 2022 school year, following the previous two years which were interrupted by remote learning associated with the COVID-19 pandemic. The whole school approach to wellbeing is embedded and is enhanced through our engagement with universities that deliver social work / counselling degrees. The large numbers of final year university students in the placement phase of their degrees were integral to ensuring that all of our students were cared for through targeted interventions and support. During 2022, the student management and wellbeing teams continued to collaborate to identify vulnerable students and provide support to those needing extra care.

Doncaster Secondary College provides an integrated and comprehensive curriculum approach to wellbeing that enables students to enhance their own and others' wellbeing through their daily learning experiences. The College is a 'Respectful Relationship' lead school, supporting the delivery of the Resilience, Rights and Respectful Relationships (RRRR) teaching materials in our own and neighboring government schools. Social and emotional skill development occurred through the Department's RRRR program, the college pastoral program named DISCovery, Health and Physical Education classes, MYSELF and English. In 2022, a revised student wellbeing consent process improved communication and decision-making with families. The child safety and wellbeing program focused on students' self-awareness, mental health, social relationships and inclusion, and respect for diversity with parents and carers as partners welcomed in their child's learning.

The results from the wellbeing supplementary report 2022, indicate that Doncaster Secondary College is **excelling in 10 out of 11 wellbeing measures** used by the Department of Education. However, there is still room for improvement at Doncaster Secondary College and across the Victorian Government School system, with per cent positive endorsement of Sense of Connectedness, and Management of Bullying decreasing in these measures.

The Doncaster Secondary College per cent positive endorsement of Sense of Connectedness (52.4%) is **higher than** the similar schools average (47.9%) and state average (48.1%).

The Doncaster Secondary College per cent positive endorsement of Management of Bullying ((55.4%) is **higher than** the similar schools average (48.4%) and the state average (48.6%).

The Doncaster Secondary College per cent positive endorsement of Advocate at School **increased** from 63% (2021) to 66% (2022) and is **now higher** than the similar schools average (60%) and the state average (62%).

In addition, the Parent Opinion Survey (POS) Safety Module mean positive endorsement for all factors **increased** from 79% (2021) 81% (2022). The 'Not experiencing bullying' (Parent factor) positive endorsement **increased** from 76% (2021) to 78% (2022). The 'Respect for Diversity' (Parent factor) positive endorsement **increased** from 81% (2021) to 84% (2022).

Wellbeing Supplementary Report 2022

DONCASTER SECONDARY COLLEGE (7776)

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Measure	Level	Your School	Similar Schools	M
% of positive endorsement in Advocate at school (Year 7-12)	Excelling	66%	60%	53
% of positive endorsement in Attitudes to attendance (Year 7-12)	Excelling	83%	78%	73
% of positive endorsement in Emotional awareness and regulation (Year 7-12)	Excelling	71%	63%	50
% of positive endorsement in Managing bullying (Year 7-12)	Excelling	55%	48%	24
% of positive endorsement in Respect for diversity (Year 7-12)	Excelling	48%	43%	23
% of positive endorsement in Sense of confidence (Year 7-12)	Excelling	62%	56%	50
% of positive endorsement in Sense of connectedness (Year 7-12)	Excelling	52%	48%	29
% of positive endorsement in Stimulated learning (Year 7-12)	Excelling	52%	47%	37
% of positive endorsement in Student voice and agency (Year 7-12)	Excelling	44%	37%	28
% of students NOT experiencing bullying (Year 7-12)	Excelling	94%	89%	82
% of students with high resilience (Brief resilience scale) (Year 7-12)	Embedding	7%	6%	4

Engagement

During 2022, Doncaster Secondary College worked towards the goal of effectively mobilizing available resources to support students' wellbeing and mental health, especially the most vulnerable. High level actions which were taken to achieve this goal were:
- Extend the multi-tiered response to support students' wellbeing and mental health.
- Embed programs and processes to welcome parents/carers as partners in their child's learning

The new School Strategic Plan (SSP) has seen the introduction of an organisational design structure to align school resources to meet our organisational and strategic goals. The introduction of three 'mini-schools', each with a clear vision and understanding of their role in the learning journey of our community, provided the leadership and structure required to engage students in their learning. A Positive Climate for Learning and Community Leader was appointed at each year level. They collaborated to develop and implement an action plan to improve attendance and reduce absences. The Positive Climate for Learning and Community Leaders, and Child Safety and Student Wellbeing team used the FISO improvement cycle and whole-school approach framework to develop and implement the action plan and refine the tiered interventions. The planning understood the connection between student engagement, attendance and meeting students at their point of need.

The average number of days absent at Doncaster Secondary College, similar schools and the state in 2022 increased from 2021. The increased absences across the state highlighted the challenges faced by the community in re-establishing routines and re-engaging in education after two years impacted by the COVID-19 pandemic. Prior to 2022 the average number of student absence days at Doncaster Secondary College was higher (18.1 days) than the similar schools average of (15.2 days). However, in 2022 the average number of student absence days at Doncaster Secondary College (19.8 days) was lower than similar schools average (22.7 days) and continued to be lower than the state average (27.7 days). The average number of student absence days at Doncaster Secondary College increased by 1.7 days, whilst similar schools average increased by 7.5 days and the state average increased by 6.7 days. The increased number of absence days across the Victorian Government School system in 2022 has resulted in an increase in the 4-year average for the school, similar schools and the state. Whilst Doncaster Secondary College did not meet the reduction in 20+ days absence targets set in the 2022 Annual Implementation Plan (AIP), our 20+ days absence is 7% lower than similar schools, 5% lower than network schools and 13% lower than the state. Doncaster Secondary College has been recognised by DET as an exemplar for our work in reducing student absences. Positive Climate for Learning and Community Leaders have presented their tiered response to improving student attendance to schools across the Victorian Government School system.

The attendance % by year level identified that Year 7, 10, 11 and 12 were at or above 90%, with Year 8 (87%) and Year 9 (89%) below 90%.

Absences ⓘ

20 or more absent days students in 2022 (%) ⓘ
For students in Year 7 - 12

31%	38%	36%
Your school	Similar schools	Network

Student retention as measured by the percentage of students remaining at the school through to Year 10 decreased from 84.5% in 2021 to 74.4% in 2022 and is below the similar schools average of 82.1%.

Students exiting to further studies or full-time employment Year 10-12 (93.1%) was below similar schools (95.3%) and above the state average (90%).

The Positive Climate for Learning and Community Leaders understand that when schools and families work together, children can become more engaged with their schoolwork, achieve better academically, stay in school longer and develop better social skills. Effective partnerships with families enrich wellbeing, achievement and engagement by focusing on student needs. The development of the 'learning partnership' as part of the attendance improvement initiative, and safe, supportive and inclusive school initiative, articulated the high expectations for all members of our community. The percentage of positive responses increased from 68% (2021) to 72% (2022), and is above similar schools, network schools and the state average.

Parent Opinion Survey ❶

Percentage Endorsement in 2022(%) ❶
For Parent community engagement - All

72%	64%	70%
Your school	Similar schools	Network

Throughout the SSP, there will be a focus on extending student agency in their learning, leading to improvements in achievement, engagement and wellbeing. It is important that all students believe that they are capable and valued members of our school community. Teachers will embed opportunities within lessons for students to develop agency, and in doing so become independent and self-regulating learners who take responsibility for their learning and lives. Students will be pressed to think deeply about their learning and set and monitor learning goals that use reflection strategies and exercise agency relating to their learning experience.

Other highlights from the school year

In 2022, Doncaster Secondary College (DSC) invested increased human and financial resources into the Performing Arts, and Sport Program. These programs are integral to increasing student connectedness with their peers, staff and the broader community. The Performing Arts and Sports programs at DSC play an essential role **in building community connectedness and reinforcing core values of respect, responsibility, resilience, and teamwork**. These programs bring students together, regardless of their backgrounds or abilities, to collaborate and work towards a common goal. Through participation in sports and performing arts, students learn to respect one another's differences, take responsibility for their actions, develop resilience in the face of challenges, and work effectively as part of a team. Moreover, these programs encourage students to form lasting bonds with their peers, teachers, and the wider community, promoting a sense of belonging and connectedness. By reinforcing these core values, DSC's sport and performing arts programs create a positive and inclusive school culture that prepares students for success beyond the classroom.

Doncaster Secondary College students participated in Boroondara Division competitions, Eastern Metropolitan Regional competitions, and State Finals, as well as Athletics, Swimming and Cross-Country Carnivals. In 2022, DSC had 116 teams participating in the Boroondara Division Competitions, with a total of 1044 students involved in various sports events. This was a significant increase compared to the previous year, indicating an improvement in student engagement and participation in sports. Ten teams from DSC participated in the Eastern Metropolitan Regional Competitions in 2022, with a total of 116 students involved in various sports events. DSC sent three teams to the State Finals, which is an impressive feat, considering the high level of competition in this event. A total of 37 students were involved in the State Finals, which shows the exceptional skills and abilities of the school's athletes. DSC students also participated in various Athletics, Swimming, and Cross-Country Carnivals throughout the year. A total of 92 students participated in the Division Athletics Carnival, while 18 students participated in the Division Swimming Carnival, and 68 students participated in the Division Cross Country Carnival. In addition, DSC had 14 students participate in the Eastern Metropolitan Regional Athletics Carnival, five students in the Eastern Metropolitan Regional Swimming Carnival, and 20 students in the Eastern Metropolitan Regional Cross Country Carnival. Furthermore, one student participated in the State Swimming Carnival, and one student participated in the State Cross Country Carnival. The 2022 sport participation report for Doncaster Secondary College highlights a significant increase in student participation in various sports events, including Boroondara Division Competitions, Eastern Metropolitan Regional Competitions, and State Finals. The impressive participation rate in these events demonstrates the school's commitment to fostering a culture of sports and encouraging students to engage in physical activities. Overall, the school's performance and participation in **sport** indicates that DSC is on track to achieve its mission **of providing a well-rounded education that promotes physical, emotional, and intellectual growth for its students**.

Clubs and Activities In 2022 the DSC Games Club was (re)established through a partnership between a Leading Teacher, the IT Team Leader and the Wellbeing Team. It is supported by a number of staff from different faculties and brings together upwards of 30 to 40 students each Friday lunch time. The aim of Games Club was to bring students together who have similar interests in gaming – this includes board games, console games, card games and Minecraft. Each week the club runs with a series of rooms set up with different gaming related activities. Some students bring in their own board games to play whilst others try different console games. A dedicated group of regular attendees participate in the Minecraft room using Minecraft Education with supervision from a staff member in a DSC server. Competitive Uno games are a common occurrence. Through attending Games Club, students have an opportunity to build connections with like-minded peers and trusted advocates as well as developing skills in working with others, conflict resolution and confidence.

Since returning to on-site learning, the Wellbeing Team have been able to develop a strong wellbeing program in the Tier 1 space. Utilising the resources of the Wellbeing Placement Student program (pre-service social workers and counsellors) we are able to run a variety of lunch time clubs and programs that are often in response to student requests and interests. Lunch clubs are run every day of the week and include programs that are active (Hoops), creative (Crafternoon, Lego Club) and interest based (Book Club, Games Club, K-pop Club). Many of these were student initiated and have regular attendees. The Wellbeing Team also open the Wellbeing Hub at recess and lunch to provide a quieter space for students to gather, connect with peers and wellbeing team members as needed.

The Wellbeing Team supported Aboriginal and Torres Strait Islander students to meet together regularly on-site after connecting online during lockdown. This was after an initial consultation with individual students to ascertain interest and needs they identify as a priority. With the support of the Koorie Education Support Officer (KESO), a core group of 4 students met fortnightly to: discuss areas for work within the school and broader community; connection to culture and creating a culturally safe space in the school. As part of this group, broader work with the KESO team established termly gatherings of students from schools in the area. DSC hosted two of these gatherings, and the group chose the name **Galada Kirrip** – which means 'River of Friends' in Wurundjeri Woi Wurrung.

The Doncaster Secondary College's **Performing Arts program** had a successful year in 2022, with 61 year 7 students joining the Instrumental Music program and 97 continuing students in years 8-12, bringing the total to 158. The program featured several ensembles, including three concert bands, three string ensembles, two jazz bands, a guitar ensemble, and two rock program bands. Turbo Days and Music Camp helped new students understand ensemble requirements and build a culture of respect for instrumental music. The program also participated in the Victorian Schools Music Festival, with two ensembles winning Gold Shields. Other performances throughout the year included a Primary School Tour, several concerts and assemblies, and a performance at the Doncaster RSL Remembrance Day service. Drama also had a successful year, with a cast of 26 students performing an outstanding production of Clue, and the introduction of Drama Club, which helped raise the profile of Drama in the school and develop students' skills and knowledge. Overall, the Performing Arts program re-established strong connections with the wider school and local community, with all instrumental students being involved in performances at a variety of events.

Financial performance

Doncaster Secondary College continues to operate a financial model whereby a significant proportion of college income is generated from funds raised by the hire of college facilities and our International Student Program. The COVID-19 pandemic reduced enrolments in the International Student Program for 2022. Whilst the College SRP budget was in deficit $479,000, we ran an operating cash surplus of $882,000 therefore a net operating surplus of approximately $403,000. Whilst the College received decreased income from the International Student Program, a reduction in operating costs could be attributed to well managed facilities hire, reduction in consumables and well supported parent payment program seeing an increase of approximately $107,490 additional parent payments received.

In 2022, the College received Equity Funding ($138,846), which supported the employment of Inclusion Officers, Multi-cultural aides and Wellbeing Team members. The Tutor Learning Initiative ($342,477) supported the school's ability to provide resources and employ extra staff to provide additional support for students at their point of need, especially in the areas of Literacy and Numeracy. The Middle Years Literacy and Numeracy Support Initiative funding was fully expended on the release of existing teachers to take on the roles of Literacy Improvement Teachers and a Numeracy Improvement Teacher. The College received $55,912 of Career Education Funding which was used to fund additional education support staff.

The College received additional State and Commonwealth Government funding beyond the Student Resource Package (SRP) for the:

- Shade Sail Grant - $20,000
- Student Toilet Refurb Grant - $106,901.60
- Student Excellence Program - $32,020

We have previously been in the fortunate position where the parent community has supported the College's program through the payment of voluntary fees. Parent contributions increased in 2022 ($200,263) from 2021 ($92,773).

For more detailed information regarding our school please visit our website at
https://doncastersc.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 2.0 (FISO 2.0).

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 1312 students were enrolled at this school in 2022, 628 female and 684 male.

19 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).
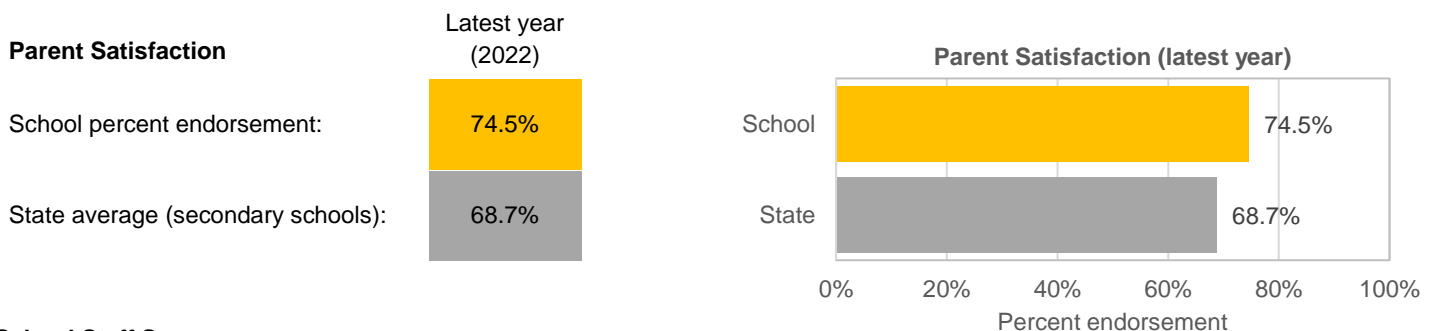
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	74.5%
State average (secondary schools):	68.7%

Parent Satisfaction (latest year)

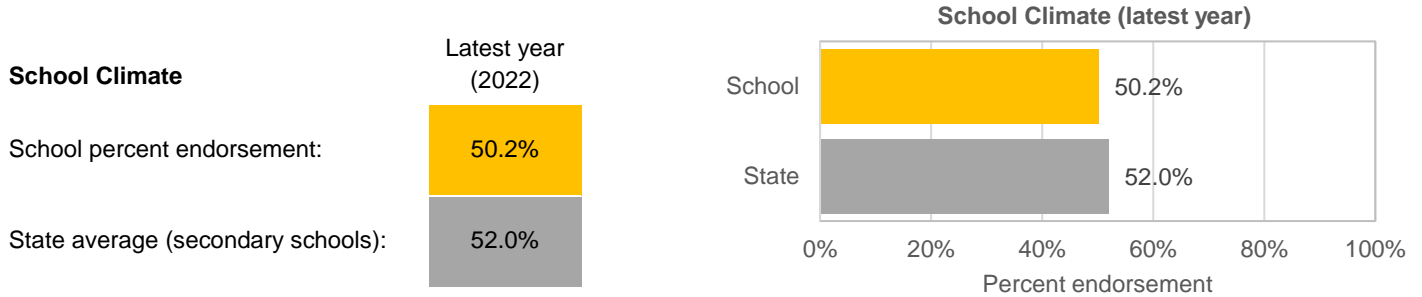|	Percent endorsement
School	74.5%
State	68.7%

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.
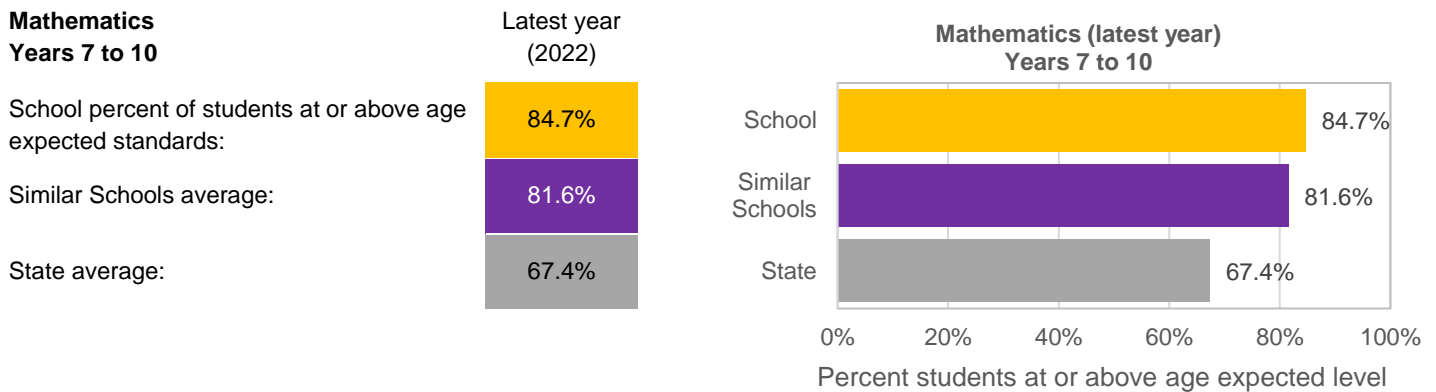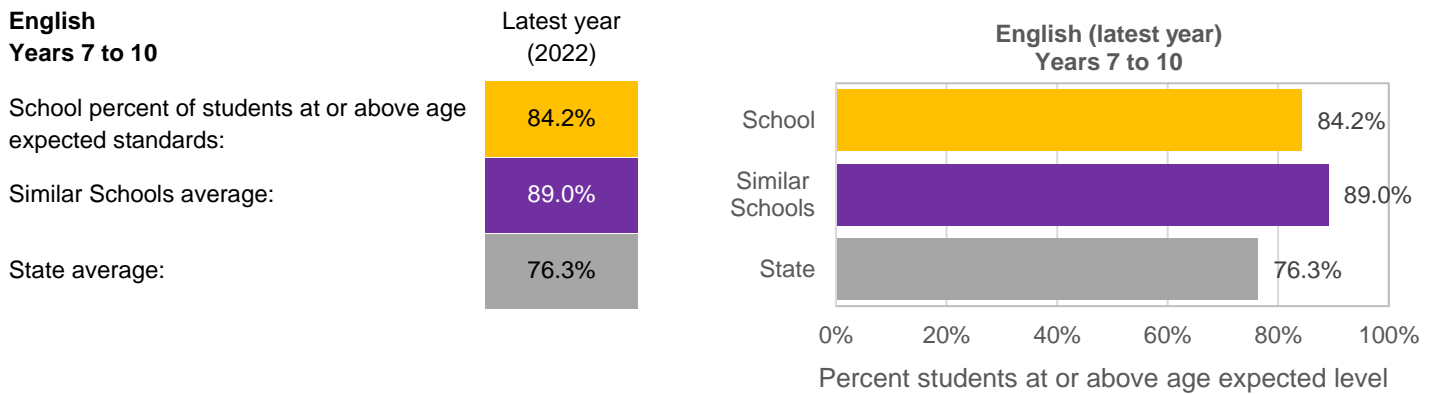
School Climate	Latest year (2022)
School percent endorsement:	50.2%
State average (secondary schools):	52.0%

School Climate (latest year)

School	50.2%
State	52.0%

Percent endorsement

LEARNING

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 (2022)
School percent of students at or above age expected standards:	84.2%
Similar Schools average:	89.0%
State average:	76.3%

English (latest year) Years 7 to 10

School	84.2%
Similar Schools	89.0%
State	76.3%

Percent students at or above age expected level

Mathematics Years 7 to 10	Latest year (2022)
School percent of students at or above age expected standards:	84.7%
Similar Schools average:	81.6%
State average:	67.4%

Mathematics (latest year) Years 7 to 10

School	84.7%
Similar Schools	81.6%
State	67.4%

Percent students at or above age expected level

LEARNING (continued)

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.*

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.
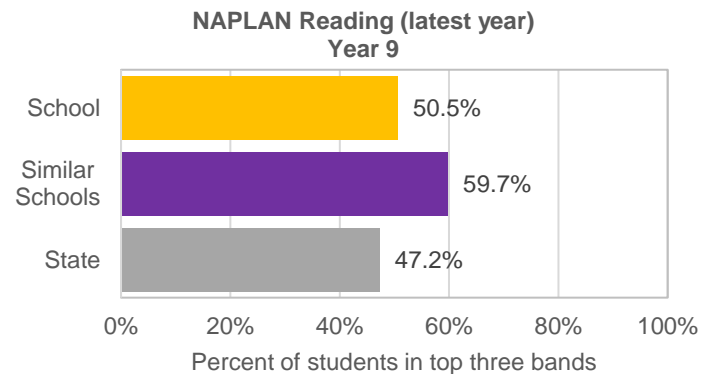
Reading Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	63.3%	66.9%
Similar Schools average:	70.9%	71.3%
State average:	54.6%	55.3%

NAPLAN Reading (latest year) Year 7

School	63.3%
Similar Schools	70.9%
State	54.6%

Percent of students in top three bands
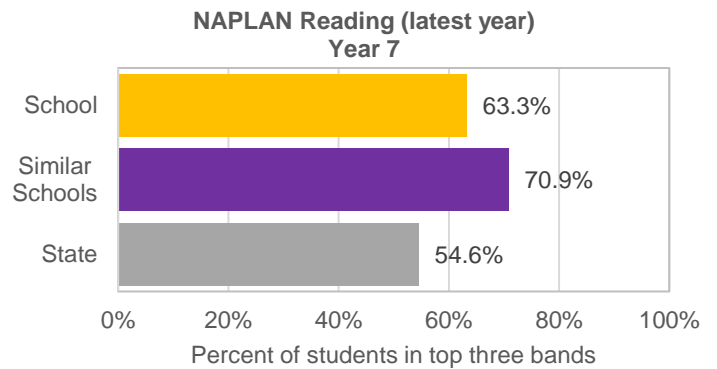
Reading Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	50.5%	55.0%
Similar Schools average:	59.7%	58.5%
State average:	47.2%	46.0%

NAPLAN Reading (latest year) Year 9

School	50.5%
Similar Schools	59.7%
State	47.2%

Percent of students in top three bands

Numeracy Year 7	Latest year (2022)	4-year average
School percent of students in top three bands:	70.1%	72.4%
Similar Schools average:	70.2%	71.4%
State average:	52.5%	54.8%

NAPLAN Numeracy (latest year) Year 7

School	70.1%
Similar Schools	70.2%
State	52.5%

Percent of students in top three bands
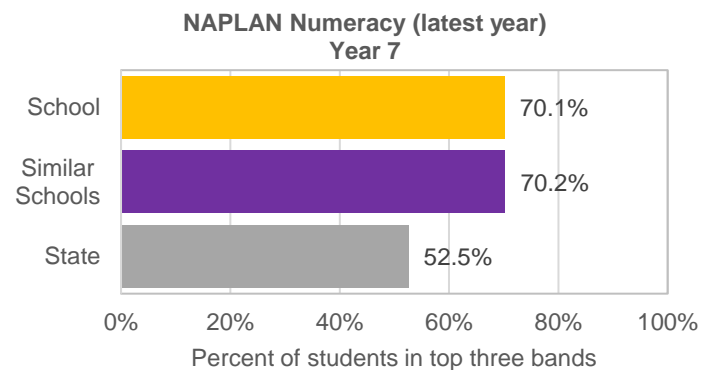
Numeracy Year 9	Latest year (2022)	4-year average
School percent of students in top three bands:	55.8%	56.4%
Similar Schools average:	58.6%	59.7%
State average:	44.7%	45.6%
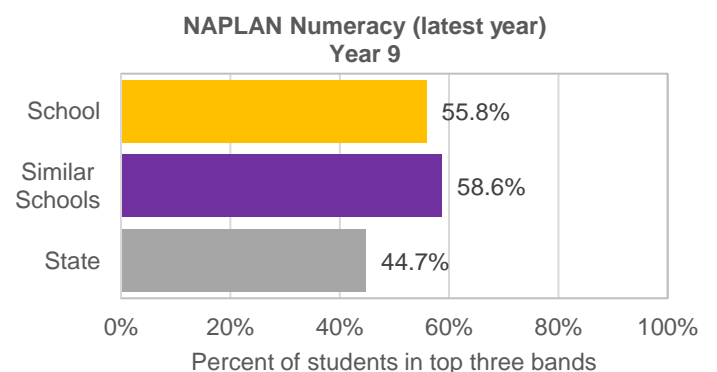
NAPLAN Numeracy (latest year) Year 9

School	55.8%
Similar Schools	58.6%
State	44.7%

Percent of students in top three bands

LEARNING (continued)

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.*

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.
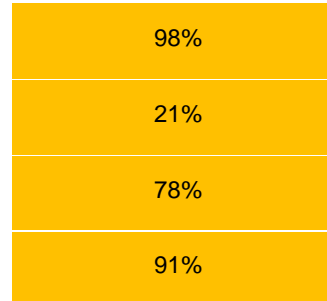
The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.
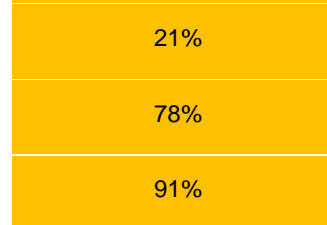
Victorian Certificate of Education	Latest year (2022)	4-year average
School mean study score	30.3	29.6
Similar Schools average:	29.7	29.7
State average:	28.9	28.9

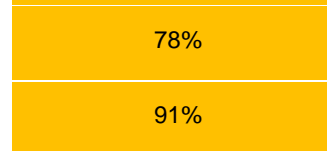**Victorian Certificate of Education (latest year)**
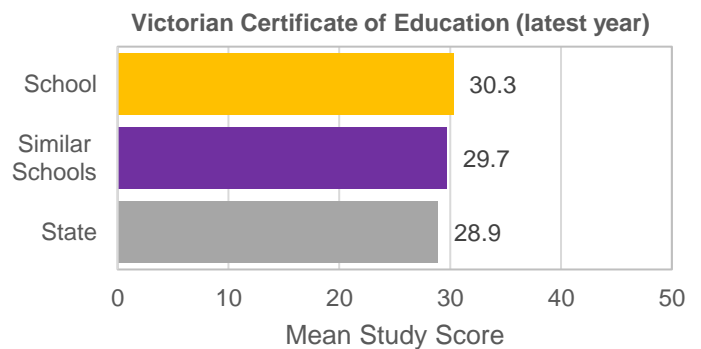
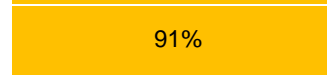|	
Students in 2022 who satisfactorily completed their VCE:	98%
Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:	21%
VET units of competence satisfactorily completed in 2022:	78%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:	91%

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).

| **Sense of Connectedness Years 7 to 12**	Latest year (2022)	4-year average
School percent endorsement:	52.4%	54.9%
Similar Schools average:	47.9%	52.2%
State average:	48.1%	52.5%

Sense of Connectedness (latest year) Years 7 to 12
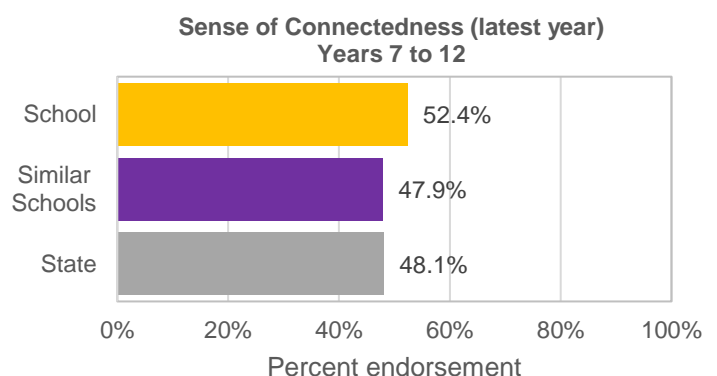
Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	55.4%	55.5%
Similar Schools average:	48.4%	53.7%
State average:	48.6%	54.0%

Management of Bullying (latest year) Years 7 to 12

|	
School	55.4%
Similar Schools	48.4%
State	48.6%

Percent endorsement
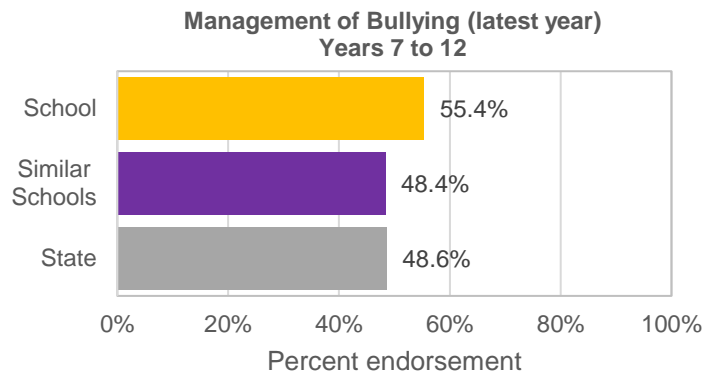
ENGAGEMENT

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.

Student Absence Years 7 to 12	Latest year (2022)	4-year average
School average number of absence days:	19.8	17.1
Similar Schools average:	22.7	16.7
State average:	27.7	21.8

Student Absence (latest year) Years 7 to 12

School	19.8
Similar Schools	22.7
State	27.7

Average number of absence days
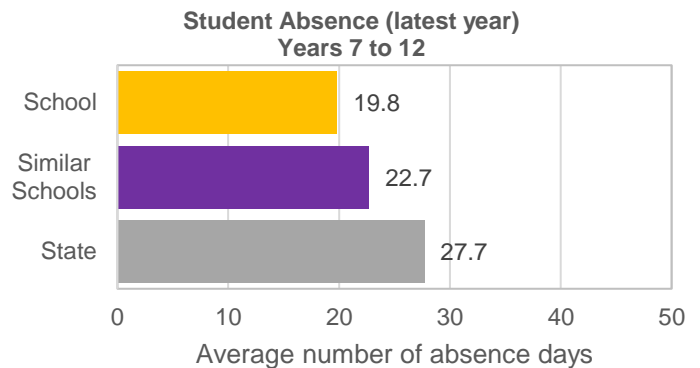
**Attendance Rate (latest year)**

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	91%	87%	89%	91%	90%	92%

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 (2022)	4-year average
School percent of students retained:	74.4%	80.8%
Similar Schools average:	82.1%	80.8%
State average:	73.1%	73.0%

Student Retention (latest year) Year 7 to Year 10

School	74.4%
Similar Schools	82.1%
State	73.1%

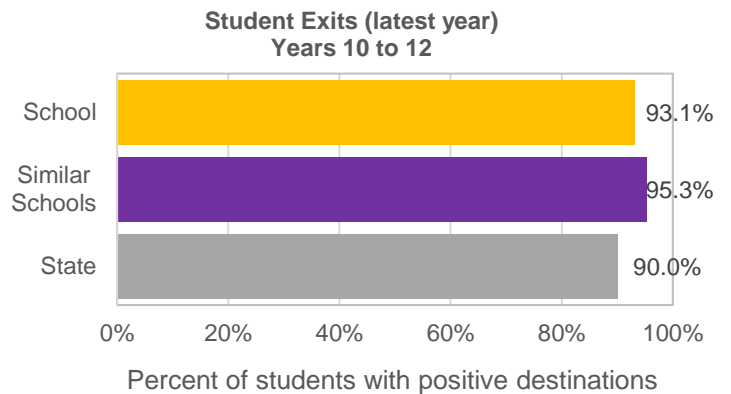Percent of students retained

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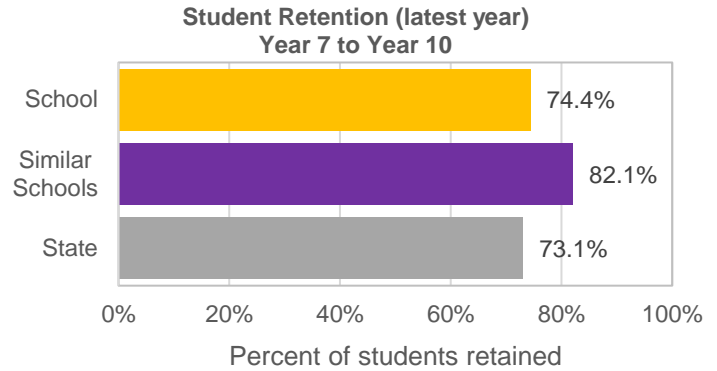
ENGAGEMENT (continued)

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.*

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2021)	4-year average
School percent of students to further studies or full-time employment:	93.1%	93.9%
Similar Schools average:	95.3%	96.0%
State average:	90.0%	89.3%

Student Exits (latest year) Years 10 to 12

School	93.1%
Similar Schools	95.3%
State	90.0%

Percent of students with positive destinations

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	$13,241,577
Government Provided DET Grants	$1,864,263
Government Grants Commonwealth	$23,807
Government Grants State	$83,275
Revenue Other	$75,737
Locally Raised Funds	$1,181,292
Capital Grants	$0
Total Operating Revenue	**$16,469,950**

Equity [1]	Actual
Equity (Social Disadvantage)	$87,957
Equity (Catch Up)	$33,337
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$121,294**

Expenditure	Actual
Student Resource Package [2]	$13,512,200
Adjustments	$0
Books & Publications	$21,060
Camps/Excursions/Activities	$298,881
Communication Costs	$13,235
Consumables	$265,208
Miscellaneous Expense [3]	$196,748
Professional Development	$34,606
Equipment/Maintenance/Hire	$161,781
Property Services	$199,579
Salaries & Allowances [4]	$637,342
Support Services	$289,428
Trading & Fundraising	$10,142
Motor Vehicle Expenses	$0
Travel & Subsistence	$227
Utilities	$138,754
Total Operating Expenditure	**$15,779,194**
Net Operating Surplus/-Deficit	**$690,756**
Asset Acquisitions	**$253,838**

(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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	$4,890,389
Official Account	$161,615
Other Accounts	$8,014
Total Funds Available	**$5,060,019**

Financial Commitments	Actual
Operating Reserve	$352,183
Other Recurrent Expenditure	$0
Provision Accounts	$8,500
Funds Received in Advance	$62,089
School Based Programs	$139,995
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$144,000
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$420,000
Asset/Equipment Replacement < 12 months	$350,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$140,000
Asset/Equipment Replacement > 12 months	$250,000
Capital - Buildings/Grounds > 12 months	$1,500,000
Maintenance - Buildings/Grounds > 12 months	$150,000
Total Financial Commitments	**$3,516,767**

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.