

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 14 April 2024 at 05:12 PM by Glenn Morris (Principal)

- This 2023 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 24 April 2024 at 04:44 PM by Vicky Paradisis (School Council President)

# How to read the Annual Report

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## 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.

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## 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)
- Senior Secondary completions and mean study score

### 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

### Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

## About Our School

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### 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.

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 is in the City of Manningham in the north-eastern suburbs of Melbourne approximately 20 kilometres from the Melbourne Central Business District and was founded in 1969. The college community lives and learns on the lands of the Wurundjeri Woiwurrung people of the Kulin Nation. The college facilities include a well-equipped presentation and performance centre, a highly resourced library, Science, Technology, Arts, Mathematics, and music centre with adjoining practice rooms. There is a careers office, junior and middle year's precinct and senior study space, a separate international students Hub, 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, edible garden and multi-court sports stadium with seating for 650 people. Situated on a large parcel of land with numerous grassed/treed areas for our community to enjoy.

Enrolments in August 2023 were approximately 1182 students, with 42 international students. The college's 2023 Student Family Occupation Education (SFOE) index was 0.2645. The staffing profile of Doncaster Secondary College includes a principal and 2.8 Full-Time Equivalent (FTE) Assistant Principals, 93.6 FTE teachers and 36.7 FTE Education Support (ES) staff and a Mental Health Practitioner.

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### 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 2023, Doncaster Secondary College's 'Learning' goal was to continue to focus on student learning - with an increased focus on numeracy. High level actions which were taken to achieve this goal were to:

- Enhance staff capability in assessment to measure growth and inform teaching and learning, with an increased focus on the top two bands of numeracy.
- Embed Professional Learning Communities to collaborate and plan to meet students' diverse learning needs, with an increased focus in numeracy.

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. 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.

Student Support Group (SSG) meetings were held for students from priority cohorts, as well as students with additional educational, health, social, and diverse learning needs. Individual Education Plans (IEPs) were developed for each of the students, with goals and strategies communicated and implemented in the classroom. The achievement of goals was monitored for all PSD

students and those with identified needs. The Tutor Learning Initiative (TLI) was implemented again in 2023 to support students exhibiting low growth in 2022 to catch up.

### Senior School Outcomes

The objective for the median study score was set at an increase from 30 in 2022 to 31 in 2023. The college achieved a median study score of 30. The percentage of classes with General Achievement Test (GAT) adjusted scores above zero was aimed to be increased from 51% in 2022 to 60% in 2023; the college achieved 52% in this area.

The goal for English study scores was to increase the percentage of scores of 37 and above from 18% in 2022 to 20% in 2023. This target was met. Additional data on English disciplines compared to similar schools include:

- English: 19% at DSC vs. 16% at similar schools
- Literature: 17% at DSC vs. 11% at similar schools
- English Language: 27% at DSC vs. 9% at similar schools
- English as an Additional Language: 24% at DSC vs. 14% at similar schools

In 2023 16% of students achieved an ATAR greater than 90, and 42% achieved an ATAR greater than 80, marking an increase from 39% in 2022. The median study score was maintained at 30, and the mean study score increased from 30.3 in 2022 to 30.9 in 2023. The percentage of study scores greater than 37 was 18.5%.

The VCE completion rate decreased from 98% in 2022 to 96.4% in 2023.

The achievement data for 2023 indicates consistently strong outcomes with all areas of performance above the state average, and many above similar schools.

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 increased from 78% (2022) to 84% (2023).

### Junior and Middle School Outcomes

The NAPLAN test was revised in 2023. NAPLAN will continue to measure student achievement in numeracy, reading, writing, spelling, and grammar and punctuation but the results will now be presented in 4 proficiency levels. These are:

- exceeding
- strong
- developing
- needs additional support.

**Year 7 Cohort:** In Reading, 73.3% of the Year 7 cohort achieved Strong or Exceeding proficiency levels, positioning them 7% below the average of similar schools, yet 7.2% above the state average. In Numeracy, 73.7% of Year 7 students reached the top two proficiency levels, which is 5.4% lower than similar schools but 10.8% higher than the state average.

**Year 9 Cohort:** The Year 9 cohort showed a marked improvement. In Reading, 72.9% attained Strong or Exceeding levels, only 0.8% below similar schools and 12.9% above the state average. High growth in Reading was observed in 34% of students, 8% and 10% higher than similar schools and the state average, respectively. In Numeracy, 75.5% of students achieved Strong or Exceeding levels, slightly above similar schools by 0.4% and significantly higher than the state by 15.6%. Furthermore, 31% of Year 9 students showed high growth in Numeracy, surpassing similar schools by 6% and the state by 7%.

**Comparative Analysis:** The data highlights that although our Year 7 students initially scored below their counterparts in similar schools, their higher-than-average growth rates in both Reading and Numeracy by Year 9 have enabled them to match or even surpass the performance of students in similar schools. This trajectory underscores the effectiveness of the school's targeted interventions and pedagogical strategies between Year 7 and Year 9, ensuring that students not only close the gap but also excel in their learning outcomes by the time they re-take NAPLAN in Year 9.

PANORAMA

NAPLAN - Relative Growth (interim) ⓘ



School Name  
Doncaster Secondary Colle..

High growth students in 2023 (%) ⓘ  
For students in Year 9, Reading

Year Level  
 Year 7  
 Year 9

**34%**  
Your school

26%  
Similar schools

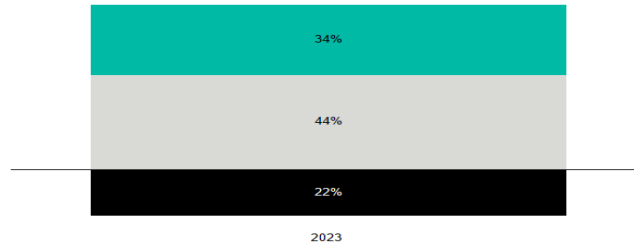
34%  
Network

24%  
State

Domain  
 Reading  
 Numeracy

Students by growth category (%) ⓘ  
For students in Year 9, Reading

High Growth  
Medium Growth  
Low Growth



Additional Links

[Further Support](#)

Student location 2 years prior (2023) ⓘ  
For students in Year 9, Reading

	Low Growth	Medium Growth	High Growth
Same school	23%	44%	34%
Different school	0%	67%	33%

PANORAMA

NAPLAN - Relative Growth (interim) ⓘ



School Name  
Doncaster Secondary Colle..

High growth students in 2023 (%) ⓘ  
For students in Year 9, Numeracy

Year Level  
 Year 7  
 Year 9

**31%**  
Your school

25%  
Similar schools

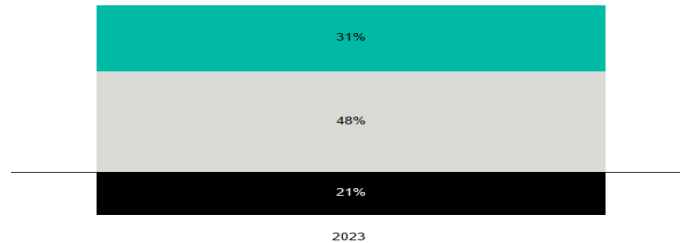
33%  
Network

24%  
State

Domain  
 Reading  
 Numeracy

Students by growth category (%) ⓘ  
For students in Year 9, Numeracy

High Growth  
Medium Growth  
Low Growth



Additional Links

[Further Support](#)

Student location 2 years prior (2023) ⓘ  
For students in Year 9, Numeracy

	Low Growth	Medium Growth	High Growth
Same school	20%	48%	31%
Different school	33%	33%	33%

To support continued growth, the Junior School will continue the Select Entry Accelerated Learning (SEAL) class, introduce extension classes in English and Maths for Year 8, and start Reading, Numeracy, and Writing classes in Years 7 and 8 from 2024. Elective subjects will be offered to Year 8 students to maintain engagement. The Tutor Learning Initiative will be extended, alongside the Maths Enrichment Program and various academic competitions, to promote excellence. Dedicated Maths spaces and a Reading Corner have been created to enhance engagement, and professional development for staff will focus on meeting students' individual needs.

A small group of students requiring additional support will receive tailored interventions, including Individual Education Plans and Literacy Support. Family engagement is encouraged to support students' growth through positive attendance and collaboration with teachers.

In Middle School, high-achieving Literacy students are recommended for early VCE and Extension English, with plans to celebrate their achievements. Students needing extra support are identified early and offered tailored Literacy subjects and support based on NAPLAN results. Teachers are collaborating to share effective strategies for enhancing Literacy across subjects. The English program

is structured to cater to diverse needs, with a focus on NAPLAN literacy criteria. Next year's Middle School program will emphasize Design Thinking, requiring students to apply literacy skills in community-relevant projects.

For Numeracy, Year 9 results were strong, with a focus on supporting all students through evidence-based strategies, specialised classes for high achievers, and interventions for those needing extra help. The curriculum highlights real-world applications of Maths to engage students and inform them about future pathways, supported by a collaborative approach among teachers to continuously improve teaching practices and student outcomes.

A DSC Mathematics Vision has been developed and it states that: At Doncaster Secondary College, we achieve high standards in Mathematics. Our learning community promotes outstanding Mathematics teaching, using evidence-based contemporary approaches. We actively collaborate to plan, deliver and assess a viable and engaging Mathematics curriculum that supports growth for all students. Our learners develop a culture of Mathematics Mastery and a belief that everyone is capable of achieving personal excellence in Mathematics. This facilitates students' learning and application of Mathematics in a range of contexts. This means the skills developed in Mathematics will be purposefully used to engage in learning and understanding within and beyond the classroom.

## Wellbeing

This section outlines the progress made towards the wellbeing goals set in the school's strategic and annual implementation plans for the year 2023, with a focus on effectively mobilising resources to support students' mental health and wellbeing, particularly for the most vulnerable groups.

### Wellbeing Improvement Strategies and Actions:

The school aimed to extend its multi-tiered response system to enhance student wellbeing and mental health, fostering an inclusive culture and respectful relationships. Key strategies involved embedding practices that support diversity, emotional awareness, and regulation among students.

### Targets and Outcomes:

- The target for the *Advocate at School* measure for Years 10–12 was set at a 2% increase to 64%. The outcome was a 1% increase to 63%, slightly below the target but indicating progress.
- The reduction in *Perceptions of LGBTIQ-phobic Discrimination* for Years 10–12 surpassed its target, decreasing from 35% to 31%, against a goal of 33% or less.
- The positive endorsement for *Respect for Diversity* was aimed to improve from 48% to 52% or above. This target was not met, with a decrease to 44%.
- The improvement in the *Emotional Awareness and Regulation* factor aimed for a positive endorsement increase from 71% to 73% or above. This decreased slightly to 70%, not meeting the target.
- In the *Parent Opinion Survey (POS) Student Safety* factors, none of the targets were met:
  - *Managing Bullying* decreased from 78% to 77%, against a target of 80% or above.
  - *Promoting Positive Behaviour* saw a decrease from 79% to 72%, with the target set at 82% or above.
  - *Respect for Diversity* decreased from 84% to 81%, with the target being 85% or above.

In comparison to similar schools, Doncaster Secondary College performed better in several areas:

- *Advocate at School* (63% vs. 60%)
- *Respect for Diversity* (44% vs. 40%)
- *Emotional Awareness and Regulation* (70% vs. 65%)
- All POS Student Safety factors outperformed similar schools, highlighting the school's relative strength in these areas despite not meeting set targets.

The Wellbeing Team at our school has been actively engaged in initiatives to enhance the safe, supportive, and inclusive environment for all students. Despite recognizing the initial steps taken towards creating a comprehensive action plan for wellbeing, there is an acknowledgment of the need for a more formalized presentation of this plan, in consultation with Positive Climate for Learning and Community Leaders. The team's involvement with the Junior School through fortnightly case management meetings has been a key strategy in promoting positive behaviours, leveraging data walls for attendance and behavioural insights.

Efforts to ensure consistency across year levels and extend these strategies to the Senior School are ongoing. The team's work in wellbeing interventions has seen counsellors using the Personal and Social Capabilities framework for goal setting and monitoring student progress, with plans to better support social workers in integrating these practices. The exploration of enhancing Tier 2 group work and incorporating parent feedback into student wellbeing goals is underway.

Significant strides have been made in fostering an inclusive school culture through various presentations, except for Year 7, which is slated for a future update. Initiatives such as Harmony Week and the International Women's Day celebrations have been pivotal in promoting diversity and respect within the school community. The Wellbeing Team's efforts extend beyond our school, sharing best practices and resources with other schools in the Victorian Government School system, showcasing our commitment to not only improving our own student outcomes but also contributing to the broader educational community's wellbeing. The continuous collaboration with key stakeholders and the commitment to enhancing communication and consistency across all levels underscore the team's dedication to advancing our strategic wellbeing goals.

The 2023 outcomes reflect a mixed performance towards the wellbeing targets. While progress has been made in certain areas, such as reducing perceptions of LGBTIQ-phobic discrimination, other areas have seen declines. The results underscore the need for ongoing efforts and perhaps a re-evaluation of strategies to ensure continuous improvement in student wellbeing and mental health support.

## Engagement

In 2023, Doncaster Secondary College focused on enhancing student engagement through improved attendance and reduced absenteeism, as outlined in the school's strategic and annual implementation plans. The school set specific targets to decrease the incidence of students missing 20 or more days of school.

Overall, the school achieved its aggregate target with 27% of students having 20 plus days of absence, meeting the goal of reducing this figure to 27% or less from 31% in 2022. However, the outcomes varied across different year levels:

- Year 7 saw a slight increase in absenteeism to 29% from 28% in 2022, missing the target of 24% or less. Despite this, the performance was notably better than similar schools, which had a 32% absenteeism rate.
- Year 8 improved to 36% from a previous 41%, although it did not meet the ambitious target of 25% or less. This was still an improvement from 2022 and was lower than the 40% observed in similar schools.
- Year 9 demonstrated significant improvement, with absenteeism reduced to 31% from 41% in 2022, surpassing the target of 35% or less and outperforming similar schools by a considerable margin.
- Year 10 exceeded expectations by reducing absenteeism to 25% from 30% in 2022, better than the set target of 26% or less and significantly outperforming similar schools.
- Year 11 showed progress, reducing absenteeism to 24% from 26% in 2022, though it did not meet the target of 22% or less. However, it was still an improvement from the previous year and better than the 28% rate in similar schools.
- Year 12 absenteeism increased to 21% from 18% in 2022, not meeting the target of 16% or less. Despite this, the rate was still better than similar schools, which had a 22% absenteeism rate.

These results indicate a mixed but generally positive trend towards improved attendance and engagement across most year levels, with notable achievements in Years 9 and 10. The school acknowledges the areas where targets were not met and is committed to addressing these challenges to further improve student engagement and attendance.

The average number of days absent at Doncaster Secondary College decreased from 19.8 (2022) to 19.3 (2023), whilst students at similar schools and across the state saw increases in the numbers of days absent. 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 2023 the average number of student absence days at Doncaster Secondary College (19.3 days) was lower than similar schools average (22.8 days) and continued to be lower than the state average (28.4 days). Doncaster Secondary College met our AIP target of reducing 20+ days absences from 31% (2022) to 27% or less (2023). Doncaster Secondary College has been recognised by DET as an exemplar for our work in reducing student absences. Our Positive Climate for Learning and Community Leaders and Wellbeing Team have presented their tiered response to improving student attendance to schools across the Victorian Government School system.

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 school's 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.

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. In the past year, Doncaster Secondary College has proudly continued and strengthened our Galada Kirrip (River of Friends) group, an integral initiative for our Koorie students. This group underscores the importance of creating a culturally safe space within our educational environment, enabling Koorie students to deeply connect with their culture. It serves as a vital platform for student voice, allowing them to share their experiences and contribute ideas for the ongoing enhancement of our school community. This initiative is a testament to our commitment to inclusivity and respect for diverse cultural backgrounds, enriching the entire school community.

Simultaneously, the college has been proactive in engaging with significant Department of Education Initiatives, specifically the Mental Health Fund and Disability Inclusion Tier 2 Funding. The introduction of the Tier 2 Disability Inclusion Funding is a milestone in our journey towards fostering a more inclusive learning environment. By forming a Disability Inclusion Working Party, we are meticulously evaluating and enhancing our support structures for students with additional needs. This collaborative effort, extended to neighbouring schools, is part of our strategic approach to share insights and best practices, ensuring a collective advancement towards inclusive education.

Moreover, the school is diligently preparing for the full implementation of the Mental Health Fund by 2024. Our Positive Climate for Learning and Community Engagement leaders, alongside the Student Wellbeing Team, have undertaken a thorough review of our students' mental health needs. This groundwork is instrumental in developing a Tier 1 Positive Mental Health Promotion program tailored to the specific needs of our student cohorts. The program's design incorporates student feedback and aligns with the Mental Health Fund Menu, ensuring that our mental health initiatives are both effective and responsive to our students' needs.

These efforts highlight Doncaster Secondary College's dedication to not only academic excellence but also the holistic wellbeing and inclusivity of our students. Through these initiatives, we are setting a strong foundation for a supportive, inclusive, and mentally healthy school community.

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## Other highlights from the school year

In this section of our annual report, we are thrilled to share a selection of significant activities and highlights that have brought immense positive benefits to our school, our students, and the local community. These initiatives, born from the dedication, creativity, and passion of our staff and students, stand as a testament to the vibrant and impactful life at Doncaster Secondary College.

### Nepal Leadership Tour

In an exceptional journey of resilience, teamwork, and personal growth, students from Doncaster Secondary College embarked on the Nepal Leadership Tour, an experience designed to challenge and expand their horizons both personally and socially. Aimed at Year 10 and 11 students, this tour integrated student-centered learning with leadership training, set against the backdrop of Nepal's breathtaking landscapes. The Nepal Leadership Tour was designed to immerse students in a variety of experiences that fostered leadership skills, personal challenges, and social skill development. Trekking at altitude in the Himalayas offered a unique blend of

physical and mental challenges, while the commitment to becoming global citizens was nurtured through meaningful community engagement projects.

Key highlights included:

- **Physical and Mental Wellbeing:** Students described the trekking experience as challenging yet immensely rewarding. The physical demands of the hike were balanced by the mental resilience it fostered, leading to a stronger sense of personal capability and wellbeing.
- **Community Engagement:** A significant aspect of the tour was the work undertaken at Ram Jyoti Secondary School. Students contributed to the construction of a new classroom, enhancing the educational environment and providing a tangible benefit to the local community. This experience profoundly impacted our students, instilling a deep sense of gratitude and perspective on their privileged position.
- **Friendships and Teamwork:** Amidst the trials of the trek and the satisfaction of the community project, students formed lasting bonds. The shared experiences on the trail and in service fostered a strong sense of camaraderie and mutual support.
- **Global Citizenship:** Reflecting on their experiences, students recognized the value of understanding and contributing to a world beyond their immediate surroundings. The tour inspired a deeper appreciation for cultural diversity and the global community.

The Nepal Leadership Tour offered a multi-faceted array of benefits, extending beyond the immediate experience:

- **Enhanced Leadership Skills:** The tour provided a platform for students to practice and develop leadership qualities in a real-world context.
- **Resilience and Personal Growth:** Confronting and overcoming the challenges of the trek demonstrated the students' capacity for resilience, encouraging a growth mindset.
- **Global Perspective:** Engaging with the local community and witnessing firsthand the differences in lifestyle and opportunities broadened students' perspectives, fostering a sense of global responsibility and empathy.
- **Community Impact:** The tangible contributions made to Ram Jyoti Secondary School not only benefited the local students but also provided a lasting legacy of the tour's positive impact.





**Elevating Student Voice in School Improvement Teams**

Doncaster Secondary College takes immense pride in its commitment to incorporating student voice and agency within the fabric of our school's development and improvement strategy. This year, our focus on empowering students across junior, middle, and senior school improvement teams has had a profound impact of student-led initiatives on our educational and wellbeing programs.

Central to our approach is the belief that students are not just beneficiaries of the educational process but are pivotal stakeholders with unique insights and valuable perspectives. Our improvement teams across all school levels include student representatives who do not merely participate but lead these groups. They are responsible for chairing meetings, taking minutes, and critically analysing school data to assess our progress towards the objectives outlined in our annual implementation plan. Their firsthand experience and perspective allow for the identification of areas needing improvement that might not be immediately evident to the adult staff.

The rationale behind integrating student voice and agency into the governance of school improvement is multifaceted:

- **Enhanced Relevance:** Students, being the primary recipients of educational programs, have a clear stake in their design and delivery. Their input ensures that these programs are more closely aligned with their needs and learning preferences.
- **Empowerment:** Involving students in decision-making processes empowers them, fostering a sense of ownership and responsibility towards their educational journey and the school community.
- **Critical Thinking and Leadership:** By engaging with school data and contributing to strategic planning, students develop critical thinking and leadership skills that transcend the classroom, preparing them for active citizenship.
- **School Culture:** Student-led initiatives help cultivate a culture of mutual respect and collaboration, where the voices of all community members are valued and considered.

Our school's emphasis on student voice and agency not only democratises the process of educational improvement but also instils in our students a sense of belonging, importance, and capability. Doncaster Secondary College remains committed to nurturing a vibrant, inclusive, and dynamic educational environment where every student has the opportunity to lead, influence, and flourish.

### **Celebrating the Success of Our International Student Program**

Doncaster Secondary College takes immense pride in its dynamic and inclusive International Student Program, which has seen remarkable achievements and contributions from its vibrant international student community over the past year.

Our students have not only excelled academically but have also made significant contributions to the school and wider community, earning them prestigious awards and recognition:

- Berry Eain has been spotlighted for her exceptional leadership and ambassadorial qualities, becoming a finalist for both the Student Leadership Award and the 2024 Ambassador Award International Student of the Year as part of the Victorian Global Learning Awards. This recognition underscores Berry's outstanding academic achievements and her proactive role in representing and leading within the school community.
- The collective success of our 2023 International Cohort is noteworthy, with all Year 12 international students achieving ATAR scores above 60, and more than half exceeding 90, marking the best results since 2015.

The beginning of 2024 welcomed 21 new international students, who were greeted with warmth and enthusiasm by the school's leadership and their assigned buddies. This supportive environment, underscored by engaging orientation activities, helped the newcomers quickly feel at home and connect with their peers, fostering a sense of belonging and community from the outset.

The 2024 International Student Voice Forum offered a platform for our students to engage with peers from various schools, sharing experiences and brainstorming initiatives to enhance global learning and intercultural connections. Our representatives shone at the forum, contributing insightful ideas for events and programs that promise to enrich our school's cultural diversity and inclusivity.

Berry Eain's commitment to community service was recognized with the 2023 Manningham Civic Awards' Young Volunteer of the Year, highlighting her efforts to bridge cultural gaps and foster a cohesive community spirit. This accolade, accompanied by commendation from local MP Keith Wolahan, attests to Berry's impactful volunteer work and advocacy for student voice.

The achievements of our international students and their active participation in leadership and community engagement initiatives not only enrich their personal growth but also enhance the cultural fabric and global outlook of our school community. We celebrate these accomplishments and look forward to continuing our commitment to fostering an inclusive, supportive, and globally engaged educational environment at Doncaster Secondary College





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 1244 students were enrolled at this school in 2023, 608 female and 635 male.

21 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).

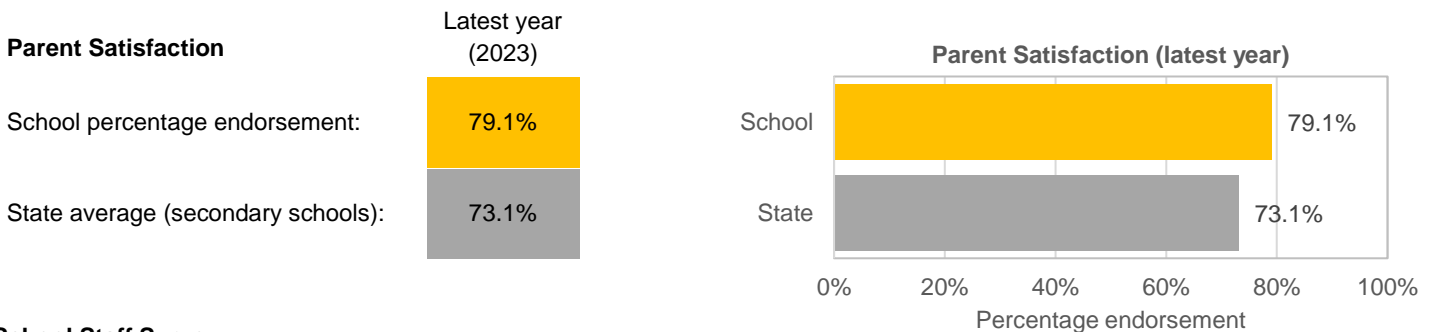
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

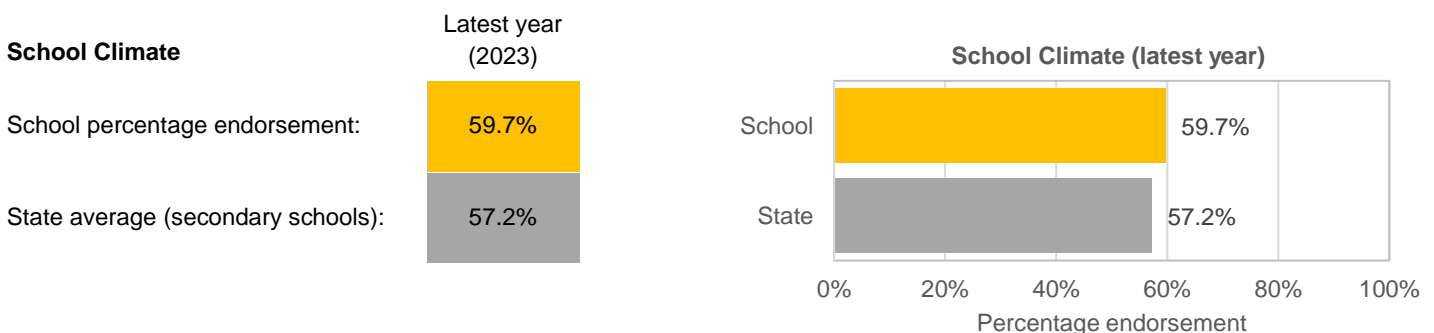


### School Staff Survey

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

Percentage 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.





## 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 against the Victorian Curriculum

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

#### English Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2023)

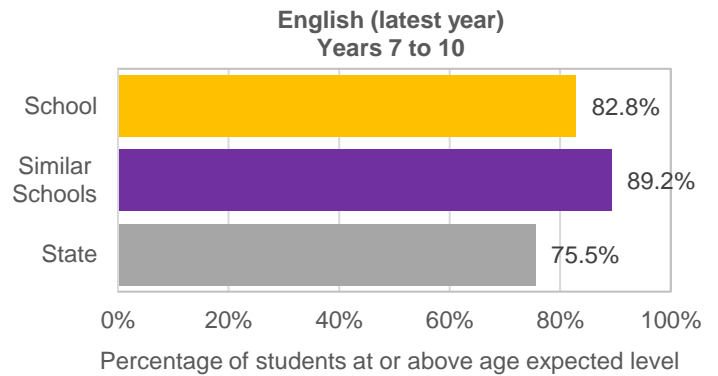
82.8%

Similar Schools average:

89.2%

State average:

75.5%



#### Mathematics Years 7 to 10

School percentage of students at or above age expected standards:

Latest year  
(2023)

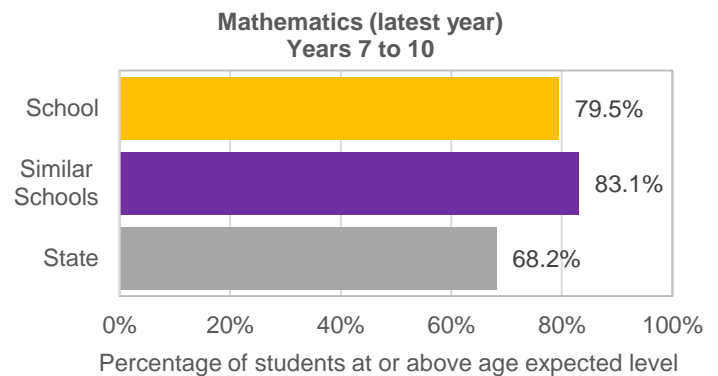
79.5%

Similar Schools average:

83.1%

State average:

68.2%



## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.3%

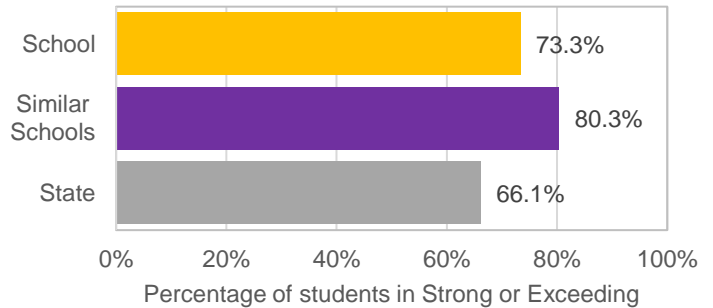
Similar Schools average:

80.3%

State average:

66.1%

#### NAPLAN Reading (latest year) Year 7



#### Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.9%

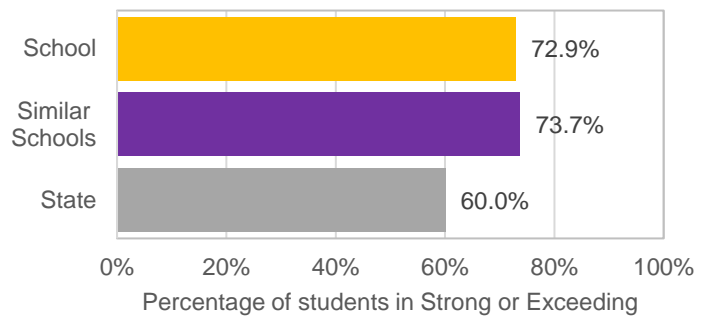
Similar Schools average:

73.7%

State average:

60.0%

#### NAPLAN Reading (latest year) Year 9



#### Numeracy Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.7%

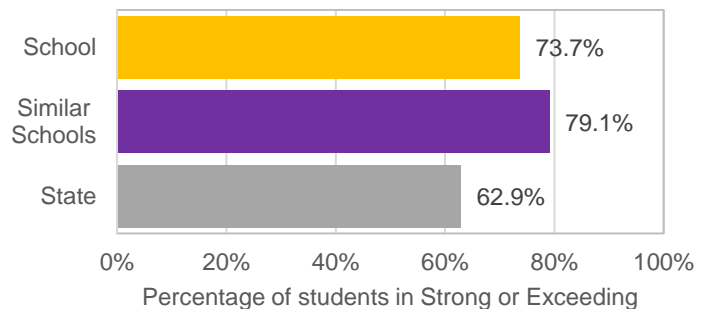
Similar Schools average:

79.1%

State average:

62.9%

#### NAPLAN Numeracy (latest year) Year 7



#### Numeracy Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.5%

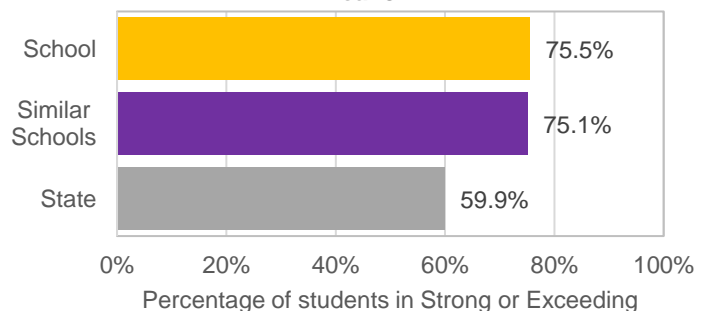
Similar Schools average:

75.1%

State average:

59.9%

#### NAPLAN Numeracy (latest year) Year 9



**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: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

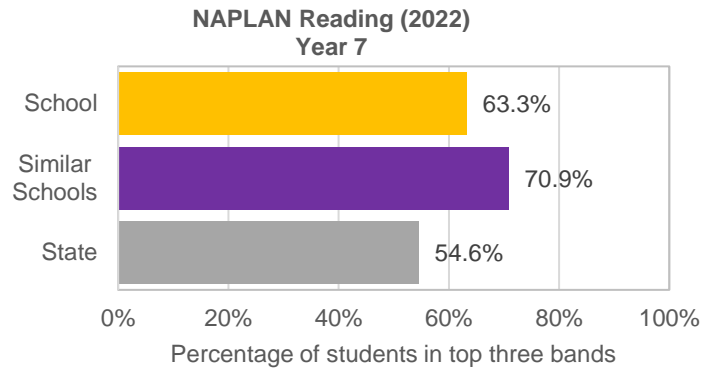
63.3%

Similar Schools average:

70.9%

State average:

54.6%



**Reading  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

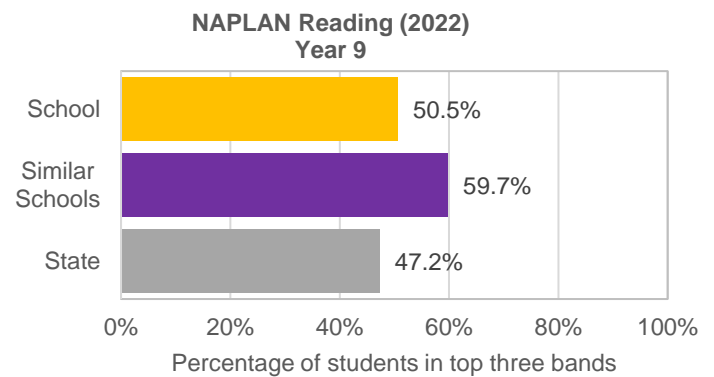
50.5%

Similar Schools average:

59.7%

State average:

47.2%



**Numeracy  
Year 7**

Latest year  
(2022)

School percentage of students in the top three bands:

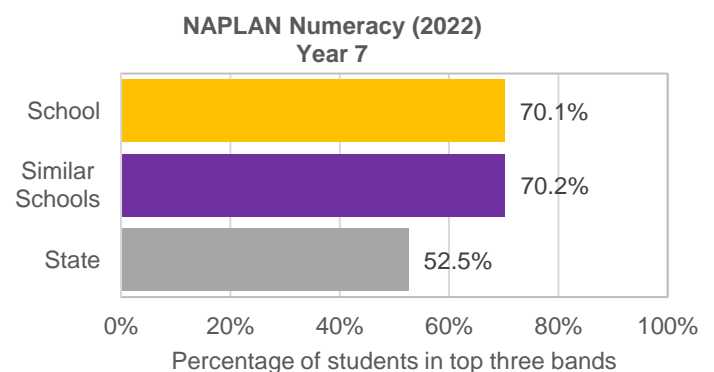
70.1%

Similar Schools average:

70.2%

State average:

52.5%



**Numeracy  
Year 9**

Latest year  
(2022)

School percentage of students in the top three bands:

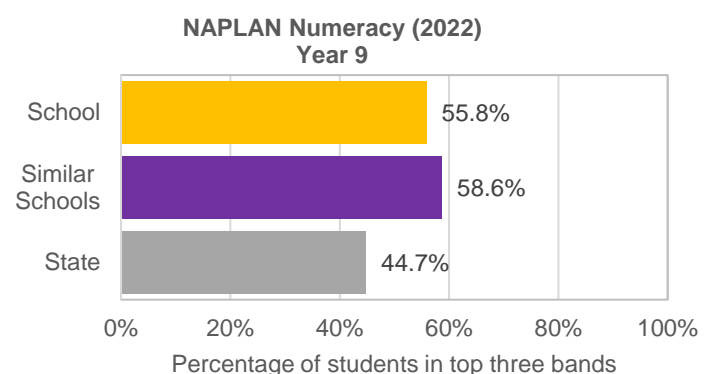
55.8%

Similar Schools average:

58.6%

State average:

44.7%



## 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 Senior Secondary Certificate

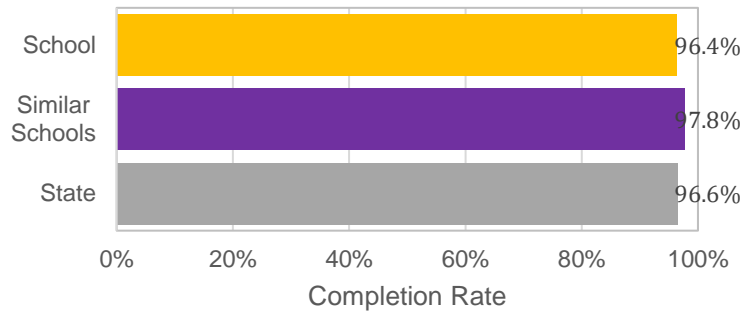
In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

#### Victorian Senior Secondary Certificate

	Latest year (2023)	4-year average
School completion rate:	96.4%	98.3%
Similar Schools completion rate:	97.8%	98.3%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

30.9

Number of students awarded the VCE Vocational Major

10

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

15%

Percentage VET units of competence satisfactorily completed in 2023:

84%

## WELLBEING

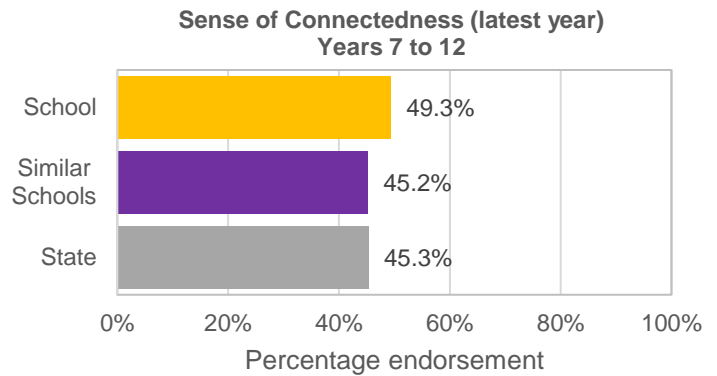
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	49.3%	54.3%
Similar Schools average:	45.2%	49.5%
State average:	45.3%	49.9%

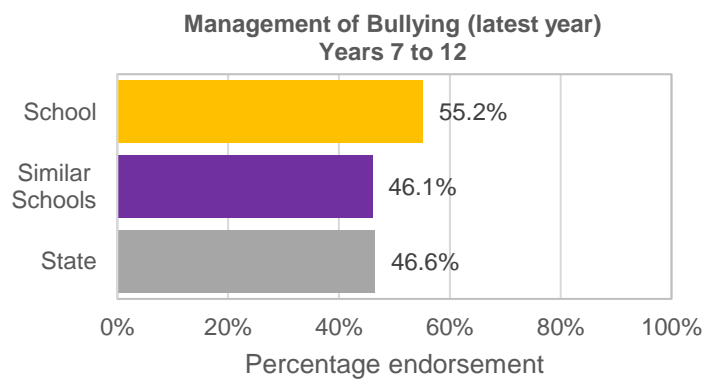


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	55.2%	56.4%
Similar Schools average:	46.1%	50.5%
State average:	46.6%	51.0%



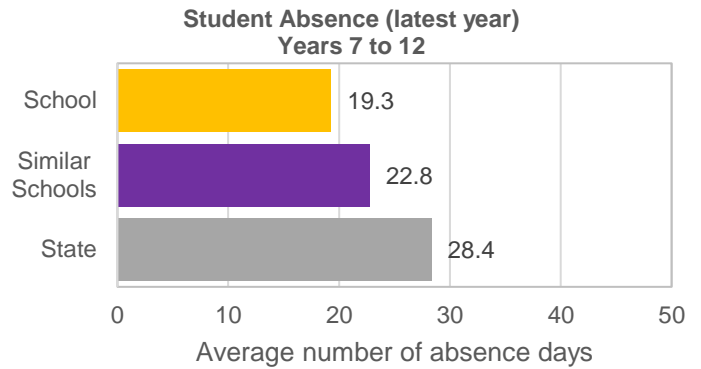
## ENGAGEMENT

**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 (2023)	4-year average
School average number of absence days:	19.3	17.6
Similar Schools average:	22.8	18.3
State average:	28.4	23.8



### Attendance Rate (latest year)

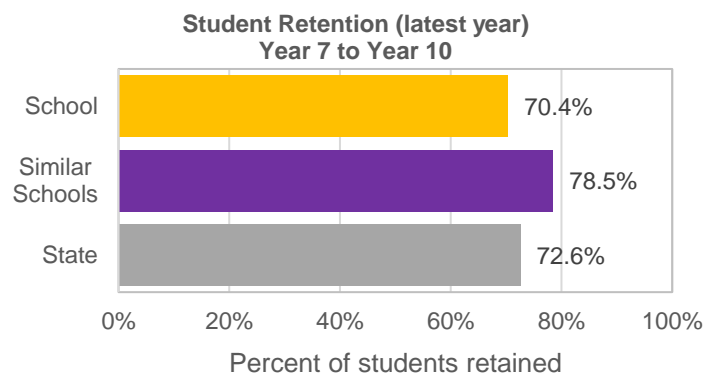
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	90%	89%	89%	92%	91%	91%

### 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 (2023)	4-year average
School percent of students retained:	70.4%	78.1%
Similar Schools average:	78.5%	80.6%
State average:	72.6%	73.8%



## 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 (2022)	4-year average
School percent of students to further studies or full-time employment:	88.6%	91.9%
Similar Schools average:	94.3%	95.5%
State average:	89.5%	89.5%

