



# Annual Report 2019





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This document, together with the Principal's annual report, provides information about how the college has performed during 2019. Both documents are available to the school community on Schoolbox.

Donvale Christian College is a non-denominational co-educational Prep to Year 12 school which operates in the outer eastern suburbs of Melbourne and had 1360 students, consisting of 600 Primary and 760 Secondary students.

Donvale Christian College is a Christian Education National school, which aims to serve Christian families by providing biblically orientated, Christ-centred education. Through rigorous and high-quality teaching and learning in this educational environment, students grow in their understanding of God's world, and in their commitment to serving Christ in all areas of life.

## Section A: Staff Information

### STAFF ATTENDANCE

Average attendance rate for staff is 96.3% of days.

### STAFF RETENTION

Retention of teaching staff from 2019 to 2020 is 99%

### STAFF AND QUALIFICATIONS

Doctoral/Masters/Degrees/Diploma (or equivalent): 100%

## Section B: Student Information

### STUDENT ATTENDANCE

At the 2019 census there were 1360 students enrolled in the College. Of this number, 729 were male and 631 were female.

Average attendance rate of students in 2019 was 92.85% of days required at school.

### PROPORTION OF YEAR 3, 5, 7 AND 9 MEETING READING, WRITING, SPELLING AND NUMERACY BENCHMARKS.

#### NAPLAN RESULTS

| Year 9 2019 | DCC average | Australian Schools Average |
|-------------|-------------|----------------------------|
| Reading     | 630         | 546                        |
| Writing     | 598         | 549                        |
| Spelling    | 603         | 582                        |
| Grammar     | 608         | 574                        |
| Numeracy    | 637         | 592                        |

| Year 7 2019 | DCC average | Australian Schools Average |
|-------------|-------------|----------------------------|
| Reading     | 603         | 546                        |
| Writing     | 560         | 513                        |
| Spelling    | 578         | 546                        |
| Grammar     | 589         | 542                        |
| Numeracy    | 611         | 554                        |

| Year 5 2019 | DCC average | Australian Schools Average |
|-------------|-------------|----------------------------|
| Reading     | 547         | 506                        |
| Writing     | 520         | 474                        |
| Spelling    | 535         | 501                        |
| Grammar     | 538         | 499                        |
| Numeracy    | 539         | 496                        |

| Year 3 2019 | DCC average | Australian Schools Average |
|-------------|-------------|----------------------------|
| Reading     | 501         | 432                        |
| Writing     | 467         | 423                        |
| Spelling    | 478         | 419                        |
| Grammar     | 504         | 440                        |
| Numeracy    | 445         | 408                        |

#### CHANGES IN BENCHMARKS RESULTS FROM PREVIOUS YEAR NAPLAN RESULTS

| Year 9   | DCC 2019 | DCC 2018 | % Change |
|----------|----------|----------|----------|
| Reading  | 630      | 631      | -0.15    |
| Writing  | 598      | 593      | 0.84     |
| Spelling | 603      | 605      | -0.33    |
| Grammar  | 608      | 622      | -2.25    |
| Numeracy | 637      | 651      | -2.15    |

| Year 7   | DCC 2019 | DCC 2018 | % Change |
|----------|----------|----------|----------|
| Reading  | 603      | 587      | 2.72     |
| Writing  | 560      | 548      | 2.18     |
| Spelling | 578      | 583      | -0.85    |
| Grammar  | 589      | 589      | 0.00     |
| Numeracy | 611      | 598      | 2.17     |

| Year 5   | DCC 2019 | DCC 2018 | % Change |
|----------|----------|----------|----------|
| Reading  | 547      | 560      | -2.32    |
| Writing  | 520      | 504      | 3.17     |
| Spelling | 535      | 528      | 1.32     |
| Grammar  | 538      | 540      | -0.37    |
| Numeracy | 539      | 534      | 0.93     |

| Year 3   | DCC 2019 | DCC 2018 | % Change |
|----------|----------|----------|----------|
| Reading  | 501      | 493      | 1.62     |
| Writing  | 467      | 440      | 6.13     |
| Spelling | 478      | 453      | 5.51     |
| Grammar  | 504      | 479      | 5.21     |
| Numeracy | 466      | 445      | 4.71     |

#### VALUE ADDED INFORMATION

Please refer to the Principal's annual report for information regarding the broad range of additional programs that add value to the curriculum offered at the College.

### SENIOR SCHOOL OUTCOMES

#### YEAR 12 RESULTS 2019

| ATAR     | 2019 | 2018 | 2017 | 2016 | 2015 | 2014 |
|----------|------|------|------|------|------|------|
| 90+      | 30%  | 21%  | 15%  | 15%  | 22%  | 27%  |
| 80+      | 17%  | 24%  | 30%  | 16%  | 23%  | 18%  |
| 70+      | 20%  | 21%  | 23%  | 16%  | 10%  | 12%  |
| 60+      | 7%   | 12%  | 11%  | 16%  | 14%  | 14%  |
| 50+      | 17%  | 11%  | 3%   | 13%  | 13%  | 14%  |
| Below 50 | 9%   | 11%  | 18%  | 24%  | 18%  | 15%  |

## POST SCHOOL DESTINATIONS

### TERTIARY PLACEMENT FOR THE GRADUATING STUDENTS OF 2019: ROUND 1

Australian Catholic University  
Education - Primary Teaching  
Education - Early Childhood and Primary  
Nursing

Australian College of the Arts  
Music Performance

Deakin University  
Arts  
Health Science  
Wildlife and Conservation Biology  
Business Analytics  
Marketing (Psychology)  
Nursing/Public Health and Health Promotion  
Computer Science  
Business  
Teaching – Primary  
Nursing  
Health and Physical Education (Secondary)

La Trobe University  
Applied Science/Physiotherapy Practice  
Nursing  
Education (Secondary)  
Prosthetics & Orthotics  
Commerce/Law  
Marketing  
Science

Monash University  
Arts/Science  
Secondary Education/Science  
Paramedicine  
Secondary Education/Business  
Engineering/Science  
Engineering  
Science Advanced-Research  
Business/Information Technology  
Engineering/Commerce

Business  
Science  
Commerce  
Media Communication/Marketing  
Nutrition Science

Photography Studies College  
Photography & Photo Imaging

RMIT University  
Engineering Technology  
Accountancy  
Space Science  
Engineering  
Medical Radiations-Nuclear Medicine  
Science  
Building & Construction  
Osteopathy/Health Science  
Public Relations

Swinburne University of Technology  
Health Science  
Computer Science  
Business  
Media & Communication  
Architecture  
Science  
Film & Television  
Engineering

University of Melbourne  
Arts  
Science  
Design/Engineering

Victoria University  
Osteopathy  
Tourism & Hospitality Management

William Angliss Institute  
Patisserie

## PROPORTION OF YEAR 9 RETAINED TO YEAR 12

The retention rate of students from Year 9 in 2016 to 12 in 2019 was 78.87%, and the total number of enrolments for Year 12 in 2019 was 104.

## Section C – Additional Information

### PARENT, STUDENT AND TEACHER SATISFACTION

#### Staff Satisfaction

Staff satisfaction has been measured using four sets of data.

- Staff Satisfactory Survey
- The Staff Attendance Records
- Staff Interviews
- Exit Interviews with Staff.

Using this collection of data, the College is able to determine that the Staff Satisfaction level continues to remain overall at a very high level. The Staff who are not teaching at DCC in 2020, have left DCC because of:

- A desire for teaching experience outside Melbourne and Victoria
- Career change
- Family circumstance change
- Transitioning to retirement

Each staff member indicated that they would have loved to continue to work at the College if their personal circumstances had allowed it.

#### Parent Satisfaction

In 2019 an invitation was forwarded to all families asking for feedback on their level of satisfaction.

Using a different analysis technique to previous surveys, and reworking our data collected previously, the survey recorded an overall satisfaction score of 80% (4.02 out of 5) across the entire survey of 20 questions. Using the new analysis technique, we were able to determine that these results were a consistent score (within 1%) of all DCC parent surveys conducted from 2016 onwards. This score is statistically similar to the average satisfaction score for 'Comparable Schools'.

- Best practice areas at DCC include (in order, highest rating first): General, Values + Culture, School Communication, Student Engagement, Teaching Standards, Curriculum, Parent Engagement. Combined scores for disagree and strongly disagree responses did not exceed 5% for any statement in these categories.
- Longitudinally, across parent satisfaction surveys since Sept 2016, our results remain consistent. In all categories, a good or excellent response has been achieved. There have been no areas flagged as "poor", "requiring attention" or "immediate response" in any of the surveys conducted during this time.

The response rate to open questions is summarised as follows:

- DCC received feedback on the 'what is liked' free-text question from 71.2% of respondents. The most numerate affirmations were (highest listed first) in the areas of the Christian Foundations of the College, Teachers/Teaching/Staff, Community, and Curriculum. The College's records also indicate that 97% of new families come because of a direct referral from an existing family, 3% via the Web page and less than 1% from advertising. In most instances, when the webpage or advertising were the first point in contact, the families initial impression of the College was supplemented by later contact with an existing family.

In parallel staff satisfaction surveys, there has been a rise in the overall satisfaction score from 3.99 to 4.10 (out of 5).

The College's records also indicate that almost 95% of new families come because of a direct referral from an existing family, 5% via the Web page and less than 1% from advertising. In most instances, when the webpage or advertising were the first point of contact, the families initial impression of the College was supplemented by later contact with an existing family.

We have also taken the opportunity to survey parents with a view to gathering feedback on our programs offered. This has helped the senior leadership of the school in its planning for subjects and class arrangements for the next calendar year.

#### Student Satisfaction

In 2019 we conducted several student surveys, using a combination of class and pastoral groupings, to determine student views about the College and the learning environment. These consisted mainly of students from Years 7 to 12.

Each survey consisted of free ranging discussion around the following questions:

- What are your expectations of the school?
- What is your expectation of teachers, what do you want/need from them?
- How well do teachers at this school know their craft?
- How satisfied are you with the school?

Overall, the answers received indicated a very high level of student engagement and satisfaction with all areas of school operations.



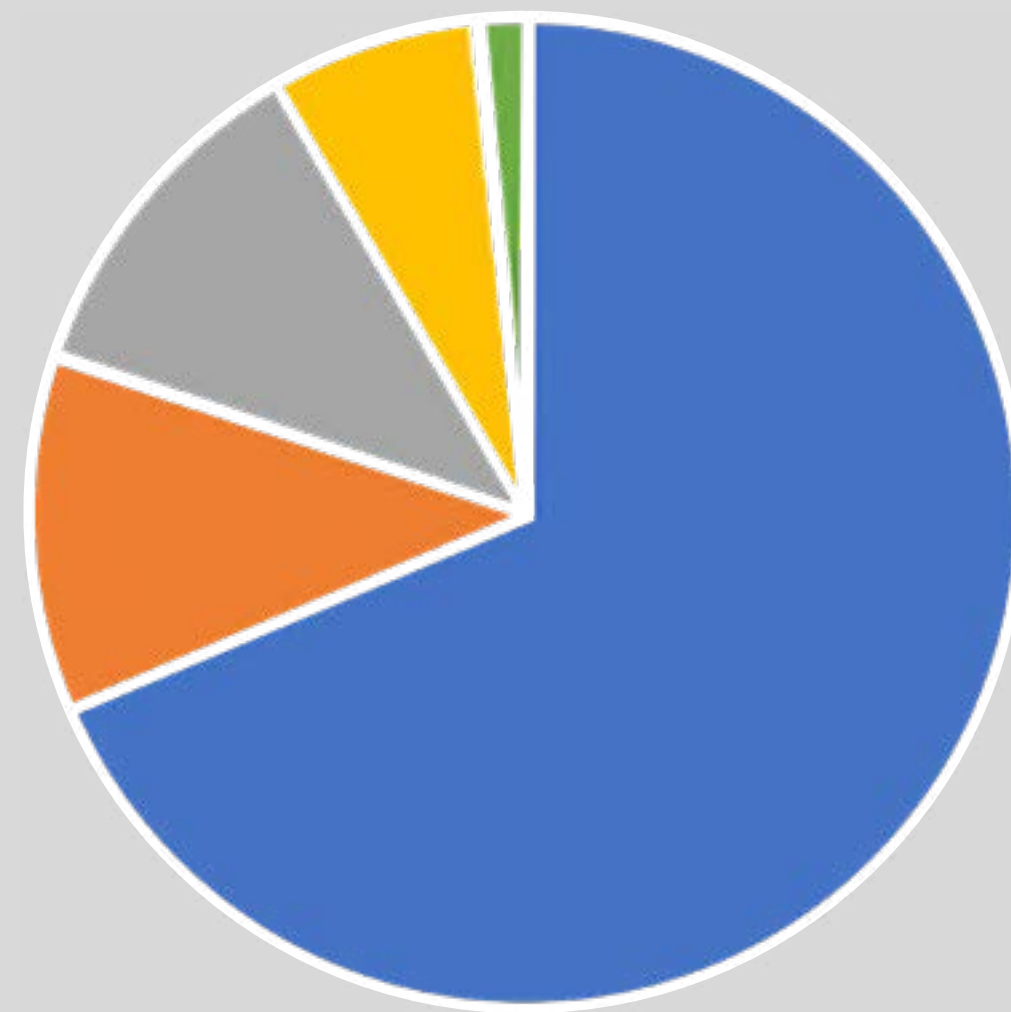


## Finances



### SOURCES OF INCOME

- Tuition, Fees & Levies - 44%
- Government Grants - 44%
- Other Income - 9%
- Building Fund Levies - 3%
- Donations for Capital Purposes - 0%



### COLLEGE EXPENDITURE

- Employee Benefits - 69%
- Depreciation - 12%
- Administration / Property - 11%
- Curriculum - 7%
- Finance - 1%

