

# 2019 Annual Report to The School Community



School Name: Lilydale Heights College (7219)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 11 March 2020 at 05:01 PM by Rosina Fotia (Principal)

The 2019 Annual Report to the school community:

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

To be attested by School Council President

## About Our School

### School context

Lilydale Heights College is a fully inclusive learning community which enables students to become successful lifelong learners and confident global citizens.

The core purpose is underpinned by three core values.

Excellence: Challenging yourself to achieve your best

Respect: Respecting yourself, others and our environment

Responsibility: Being accountable for all your actions

Located in the outer eastern suburbs of Melbourne, Lilydale Heights College is set on lush grounds and has a current population of approximately 600 students. The College has 61 equivalent full time staff: 3 principal class, 40 teachers and 18 Education Support Staff. Lilydale Heights College attracts students from over 30 different feeder primary schools. A state government grant of 8,000,000 will soon see the construction and establishment of a sustainability hub, town centre and new sports stadium to be completed for the 2021 school year. These features comprise stage one of the College's master plan.

The College prioritises literacy and numeracy across all year levels and has an established student wellbeing program (SELF) which encompasses personal learning goals and career action plans for all students at all levels. Lilydale Heights College provides students with access to VCE, VET and VCAL studies at the senior level while junior students access a wide range of subjects including arts, media, digital coding, technology and performing arts.

Our College is committed to Australian democratic principles: diversity, choice, secularity, innovation and access to education and training of the highest quality. At Lilydale Heights College, we provide every student the very best possible education in order to prepare them for life beyond school. We purposefully strive to keep pace with our exciting world by connecting students and learning programs that are rich and varied. Every individual is provided the opportunity to exceed expectations both in the classroom and beyond. Lilydale Heights prides itself on developing respect for the qualities and strengths of each young person. We instil our students with the capacity to take responsibility for themselves and their place in society. We inspire lifelong learning.

### Framework for Improving Student Outcomes (FISO)

Lilydale Heights College continues its commitment to improving building excellence in teaching and learning with a particular focus on improving literacy and numeracy outcomes in the secondary setting. The College is now in its third year of a five year whole school literacy and numeracy plan. Independent Reading, Writing to Learn and Substantive Talk strategies are embedded in Curriculum documentation and form the focus of the Peer observation program along with the College instructional model. Skills in literacy, particularly reading and writing are preconditions for success at school and in the workplace. Professional Learning continues to focus on developing competency and confidence in the understanding and delivery of research based literacy strategies supported by access to a range of student data. In Numeracy, the College has developed a shared vision for the teaching of numeracy and used data and student observations as a tool to identify students' point of need in the mathematics classroom. In addition, Curriculum planning and assessment practices including the development and documentation of a guaranteed and viable curriculum, encompassing student voice and agency which continues to support improvements in College data.

### Achievement

In 2019 the College continued to focus on curriculum development and the use of literacy strategies (such as Substantive Talk and Writing across the Curriculum) aimed at improving student achievement across all academic areas. Staff perceptions of the collective focus on student learning and guaranteed and viable curriculum again improved. Year 9 NAPLAN demonstrated a high number of students experiencing high growth in writing (32%), spelling (26%) and grammar and punctuation (27%). It is also noteworthy that reading and numeracy had significantly higher numbers of students in the top three bands in relation to the state. Year 7 NAPLAN results in reading and numeracy

were also higher than the state median. In 2019, 96% of students successfully completed their VCE, and 94% of all VCAL students satisfactorily gained their certificate. We continued to work with individual students in the development of learning goals.

## Engagement

Attendance rates continue to improve across all year levels with fewer days absent per student than similar schools in 2019. Parents are contacted when their child is absent and the online portal supports with notifications of absences. A minimum requirement of 90% or greater attendance across the college is expected. Attendance is monitored by Learning Leaders and Student Liaisons and contact is made with relevant families to offer support. The Student Engagement and Wellbeing leader works with the sub schools to identify students at risk and provide relevant programs. Student Support Group Meetings are held regularly to improve student engagement and attendance. SELF Teachers make contact with parents as required and regularly conference with students in class about their learning and attendance. Learning Leaders prepare attendance plans for those students not engaged. Each term, contact is made with families whose children have fallen below the 90% attendance expectation and supports offered. The Attitudes to School survey indicates that students have an overall positive attitude towards attendance. Student's sense of connectedness to school has also continued to improve. Green chronicles are awarded to students with perfect attendance each term. Student retention from Years 7-10 demonstrates that Lilydale Heights is providing educational opportunities that encourage students remain at the college. The SELF program for all students from Year 7-12 ensures students have a focus on future learning needs and goal setting. The emphasis on future directions as part of the Year 10 SELF curriculum ensures students establish goals and clear directions in preparation for senior school and pathways beyond.

Student engagement, pathways and transitions are further supported through:

1. Ensuring that, from year 7 all students have Career Action Plans and a clear understanding of their options.
2. Linking with appropriate outside agencies for the provision of alternative pathways
3. Tracking students' progress from year 7 to 12 to maximise engagement in the school and education communities
4. The increasing provision of SBATs for senior students

## Wellbeing

Our students have positive attitudes to School and Learning. Data from the school portal indicates that student's Sense of Connectedness as measured in the students attitude to school survey is at 51 percent. This is consistent with previous years and above comparison schools. Alongside this, the Management of Bullying has also remained consistent at 56 percent which is above the state median and is also above comparison schools. In 2019, the continued emphasis on Student Voice created a strong student representative council and resulted in a range of student initiated programs, such as student representatives on College Council and sub committees as well as the formation of the Student Interact group. In addition, the College has introduced Voice of 8 and a Problem Based Learning model which is being trialled at the junior level. Student voice and advocacy continues to be a key focus during Professional learning. The leadership program encompasses School Captains, Vice Captains and Prefects along with Sport Captains, Vice Captains, Music and Sustainability Captains. Each level has its leaders so that the leadership of the school student population is highly representative of student voice and student interest across all ages. Our continued focus on broadening student perspective is seen through the consolidation of the Student Engagement in Learning for the Future Program (SELF). This program endeavours to provide our students with the skills to become effective global citizens, which is shown through the College values of Excellence, Respect and Responsibility. Main features of the program include implementation of Respectful Relationships, development of career Action Plans and eSmart priorities and initiatives. Through the celebrations, camp, tours and international exchange program the College has a positive influence on student connectedness to school and to each other.

## Financial performance and position

In 2019 Lilydale Heights College did not need the support of the Workforce Bridging program to address its deficit position. This is the first time the College has been in this position in over 5 years. Although a deficit was recorded, this

deficit is covered by funds generated by the international student program. Other factors influencing this financial position include:

- Increasing enrolments trend in past three years
- International student program
- Larger class sizes in middle and senior school

The College anticipates that this will be the final year of deficit due to increasing enrolments registered for 2020 as the exit of a small 2019 year 12 cohort..

**For more detailed information regarding our school please visit our website at**  
<https://www.lilydaleheights.vic.edu.au>

# Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

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

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

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

### Enrolment Profile

A total of 511 students were enrolled at this school in 2019, 257 female and 254 male.

3 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

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

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

### 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
<b>Percent endorsement (latest year)</b>	80.0	73.0	64.9	79.3

### 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
<b>Percent endorsement (latest year)</b>	59.5	54.2	43.8	63.0

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	83.8	78.4	63.3	90.2	Above
Mathematics	60.5	67.9	47.2	85.5	Below

### NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	56.2	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	59.1	53.9	40.0	67.6	-
Year 9	Reading (latest year)	51.5	43.8	31.4	57.9	Above
Year 9	Numeracy (latest year)	50.7	42.9	29.9	59.9	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	50.1	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	53.3	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	43.5	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	39.2	41.5	29.9	57.9	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	25.0	59.3	15.7
Year 5 to 7	Numeracy	29.1	47.6	23.3
Year 5 to 7	Writing	18.0	49.5	32.4
Year 5 to 7	Spelling	25.0	49.1	25.9
Year 5 to 7	Grammar and Punctuation	15.7	57.4	26.9
Year 7 to 9	Reading	23.0	59.0	18.0
Year 7 to 9	Numeracy	22.0	45.8	32.2
Year 7 to 9	Writing	16.7	53.3	30.0
Year 7 to 9	Spelling	10.3	50.0	39.7
Year 7 to 9	Grammar and Punctuation	32.8	50.0	17.2

### 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 (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	24.4	27.3	25.5	29.7	Below
Mean Study Score (4 year average)	24.8	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **96 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **26 percent.**

VET units of competence satisfactorily completed in 2019: **73 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **94 percent.**

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	20.6	21.3	16.7	26.5	Above
Average number of absence days (4 year average)	22.3	20.4	15.8	25.1	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	89	86	89	91	92

### Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	74.3	75.6	66.7	82.1	Similar
Retention (4 year average)	74.9	75.3	67.1	80.8	-

### 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.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	84.0	90.1	81.8	98.6	Below
Student Exits (4 year average)	87.7	91.1	83.0	97.4	-

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



**WELLBEING**

**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 in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	51.3	52.0	43.6	61.9	Above
<b>Percent endorsement (3 year average)</b>	51.2	52.3	44.5	62.0	-

**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 in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	56.0	56.2	45.1	66.9	Above
<b>Percent endorsement (3 year average)</b>	55.1	55.8	47.0	66.2	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue		Actual
Student Resource Package		\$5,518,632
Government Provided DET Grants		\$956,391
Government Grants Commonwealth		\$20,894
Government Grants State		\$4,545
Revenue Other		\$23,918
Locally Raised Funds		\$552,334
Capital Grants		\$0
<b>Total Operating Revenue</b>		<b>\$7,076,714</b>
Equity <sup>1</sup>		Actual
Equity (Social Disadvantage)		\$231,154
Transition Funding		\$0
Equity (Catch Up)		\$34,242
Equity (Social Disadvantage – Extraordinary Growth)		\$0
<b>Equity Total</b>		<b>\$265,396</b>
Expenditure		Actual
Student Resource Package <sup>2</sup>		\$5,550,929
Adjustments		\$0
Books & Publications		\$5,067
Communication Costs		\$13,341
Consumables		\$124,234
Miscellaneous Expense <sup>3</sup>		\$437,901
Professional Development		\$12,514
Property and Equipment Services		\$130,926
Salaries & Allowances <sup>4</sup>		\$254,814
Trading & Fundraising		\$66,355
Travel & Subsistence		\$4,050
Utilities		\$97,614
<b>Total Operating Expenditure</b>		<b>\$6,697,745</b>
<b>Net Operating Surplus/-Deficit</b>		<b>\$378,969</b>
<b>Asset Acquisitions</b>		<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available		Actual
High Yield Investment Account		\$1,047,889
Official Account		\$97,288
Other Accounts		\$816
<b>Total Funds Available</b>		<b>\$1,145,993</b>

Financial Commitments	Actual
Operating Reserve	\$177,660
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$211,526
School Based Programs	\$331,863
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$19,994
Asset/Equipment Replacement < 12 months	\$146,900
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$332,723
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$102,987
<b>Total Financial Commitments</b>	<b>\$1,323,654</b>

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

### **Achievement**

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for Teacher Judgements against the curriculum
  - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

### **Engagement**

- student attendance and engagement at school, including:
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### **Wellbeing**

- Attitudes to School Survey (ATOSS) factors:
  - Sense of Connectedness
  - Management of Bullying

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

## WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language, 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').