

2021 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).
- 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 2021 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.

«PrincipalSignDescription»

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
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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 780 students. The College has 68 equivalent full time staff: 3 principal class, 47 teachers and 21 Education Support Staff. Lilydale Heights College attracts students from over 30 different feeder primary schools. A state government grant of \$8,000,000 has just been completed and includes the establishment of a sustainability hub, town centre and new sports stadium. These features comprise stage one of the College's master plan. Stage two of the master plan, worth over \$3,000,000 is due for completion in August 2022 while stage three, worth \$11,000,000 is due to commence in April 2022.

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. The College also host interantional students from years 9 through to year 12.

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 final year of whole school Literacy and Numeracy plan. Literacy and Numeracy planning teams comprise staff members from across a range of faculties. 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. Moderation practices have been modelled and introduced to all teams wihtin the College. This moderation process, accompanied by assessment schedules set the focus for continued improvement in student outcomes moving forward.

Achievement

In 2021 the College continued to focus on curriculum development and the use of literacy strategies (such as Writing across the Curriculum and Vocabulary) aimed at improving student achievement across all academic areas. Moderation protocols and cross curricular numeracy and have become a regular part of the teaching and learning cycle. Staff perceptions of the collective focus on student learning and guaranteed and viable curriculum again improved. In 2021, 100% of students successfully completed their VCE, and 85% of all VCAL students satisfactorily gained their certificate while other students moved to full time employment in their field of choice. We continued to work with individual students in the development of learning goals. The percentage of students in the top two bands in year 9 writing is well above state and network level. Relative growth in NAPLAN is above network level in year 7 reading, writing and numeracy and above network level in year 9 reading and writing. PSD students have demonstrated growth in all areas and progressed in year levels.

Engagement

Attendance rates continue to improve across all year levels with fewer days absent per student than similar schools in 2021. The College attendance rate is higher than network and state levels. Parents are contacted when their child is absent if they have not utilised the online portal to notify the College of the absence. 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 when required. 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. 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 percentage endorsement in student opinion survey for connectedness to school is above network level, while student transition data from years 7-10 is well above state benchmarks. 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
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Wellbeing

Our students have positive attitudes to School and Learning. Data from the school portal indicates that students' Sense of Connectedness as measured in the Students Attitude to School Survey is consistent with previous years and above comparison schools. Alongside this, the Management of Bullying has also remained consistent and is in line with network schools. In 2021, 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 consolidation of the Student Interact group. In addition, the College continues with Voice of 8 and a Problem Based Learning model which is continuing 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, 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.

Finance performance and position

In 2021 Lilydale Heights College again did not need the support of the Workforce Bridging program to address its deficit position. Factors influencing this financial position include:

- Increasing enrolments trend in past three years with 213 students registered to commence in year 7, 2022.
- Larger class sizes in middle and senior school as a result of increased numbers moving their way through the College.
- Impact of extended lock down on utilities costs, CRT costs, consumables. Some of these budgeted costs were not expended

Whilst the international student program was impacted by border closures, the College still generated some income through this program and hope to rebuild in 2022 and beyond.

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