

2021 Annual Report to The School Community



School Name: Lyndhurst Secondary College (7108)



- 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.

Attested on 03 May 2022 at 04:18 PM by Eloise Haynes (Principal)

- This 2021 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 09 May 2022 at 02:41 PM by William Noble (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

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

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Lyndhurst Secondary College (LSC) is a co-educational secondary college located in the suburb of Cranbourne, in the outer south east suburbs of Melbourne. LSC's vision is 'Empowering students for learning and life'. We are committed to building successful, lifelong learners that are able to not only navigate life beyond school, but thrive in their lives and chosen careers/pathways in the future.

The values our College community embraces are: Commitment, Excellence, Integrity, High expectations and Respect for self, others and environment. These values provide us with a framework for the way we achieve our vision and provide guidance for all members of our community for the ways in which we operate.

In 2021, our enrolment was 710 students, divided into two sub-schools: a middle school, comprising of Year 7,8 and 9 students and a senior school comprising of Year 10, 11 and 12 students. Approximately 30% of students had English as an additional language and 3% were Aboriginal or Torres Strait Islander.

The College's SFOE is 0.58 which is in the high band value. The staffing profile is made up of 1 principal, 4 assistant principals, 5 leading teachers, 3 learning specialists, 43 teachers (40.4 EFT), 27 education support staff (22.5 EFT), and a business manager. We have 1 staff member that identifies as Aboriginal and Torres Strait Islander.

Framework for Improving Student Outcomes (FISO)

In 2021, the College's AIP focused on implementation of Key Improvement Strategies (KIS) established by the Department of Education, which included:

- Learning catch-up and extension
- Happy, active and healthy kids
- Connected schools

In order to achieve these KIS, the following actions were a focus in 2021:

- Embedding Professional Learning Teams for teacher collaboration
- Targeting senior school improvement through data analysis
- Implementing proactive wellbeing measures for students and staff
- Establishing consistent routines and structures for managing student wellbeing
- Strengthen connections with parents/carers/kin during periods of remote and flexible learning
- Establish community communications and links e.g. community outreach programs and use of social media to bring community into the college

To support the implementation of these KIS, leadership and principal class positions were allocated to target the above action areas. Evidence to track improvement was gathered using a range of measures, including student and staff surveys and regular focus groups.

Achievement

In 2021 the school continued work on maximising the learning and growth in Literacy and Numeracy for each student as an ongoing priority to build successful learners. Our NAPLAN data highlighted the following:

- 23% of Year 9 students demonstrated above benchmark growth for reading (compared to 22% in state)
- 11% of Year 9 students demonstrated above benchmark growth for numeracy (compared to 14% in state)

Our target area for future improve lies within the students below benchmark for reading and writing where we have experienced a decrease in the percentage of students in Year 9 meeting or above benchmark growth. This will be targeted through the appointed of Learning Specialists in both Literacy and Numeracy.

From a senior school perspective, the focus was on a VCE median study score of 28 and 95% completion rates for VCAL. The school achieved a VCE median study score of 28, with English and EAL both achieving higher.

In order to support and extend high abilities students, the college allocated a Student Excellence Program leader. This program sees students across Years 7 to 9 specifically have targeted opportunities to extend their thinking and skills in English and Maths. The use of tutors occurred in 2021 to both support students needing catch up, as well as allocate time specifically to supporting senior school students. Students in the MYLNS program also noted increased confidence to complete class work and improved understanding in school perception surveys conducted.

Students supported through the Program for Students with a Disability all had an active Individual Education Plan (IEP) which was monitored regularly through Student Support Group (SSG) meetings in 2021.

Engagement

LSC students experienced a year of interruption with remote learning, but strategies were enacted to support engagement and wellbeing, including during Term 4 when students returned on site.

A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school. Students were regularly engaged in termly forums/focus groups and their feedback used to guide improvement to physical spaces, learning environments and curriculum opportunities.

The school had a focus on improving students' sense of connectedness, voice and agency. From the Attitudes to School Survey, two areas of focus were selected; student voice and agency to over 50% and sense of connectedness from 54% to 56%. Student voice and agency decreased from 48% to 45% whilst Sense of connectedness decreased to 49% which may be attributed to the long periods of remote learning as one of many possible factors. This will continue as a priority for the 2022 AIP.

In 2021, LSC continued to work with families to ensure students were at school and learning during onsite instruction. The college continued to send SMS messages to parents, requesting them to notify the school of any absences and made phone calls after extended periods of absences. Attendance during remote learning was lower than expected, so Term 4 saw an extensive re-engagement program planned for all year levels coming back on site, including reintegration time in curriculum as well as positive activities occurring at break times to promote attendance and re-socialisation. This also saw the development of a whole-school attendance intervention plan to be enacted from 2022 to continue to support a reduction in student absences, particularly those that are unexplained.

Wellbeing

We have made significant progress in student wellbeing over the past two years, namely in our school-wide processes for monitoring student wellbeing and develop proactive/reactive strategies to respond. The school continued to implement its case management processes which see case leads attached to students as required, as well as meetings with key staff to determine best strategies for learning, engagement and wellbeing support for students identified.

Areas of the Attitudes to School Survey highlighted students felt that they had normal levels of resilience compared to the state, but this highlights further areas the school wishes to target linked to sense of connectedness discuss earlier and how this can positively impact on wellbeing.

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2021 the school continued to promote a positive learning environment for all students through SWPBS both when on site and during remote and flexible learning, and employ an extensive Wellbeing Team to support student needs.

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, with strengths in school

communication. Overall the school received a 72% endorsement from the parent/carer community which was comparable to the state. This will continue to be a target, with a focus on connecting with families from Non-English Speaking Backgrounds as well as families of students new to the college.

During periods of remote and flexible learning, wellbeing supports continued to be offered to both staff and students. The Wellbeing Team connected regularly with students and families, as did sub school teams. The school also developed a buddy system for staff check ins to promote social interaction and connection.

Finance performance and position

The 2021 Financial Performance resulted in a surplus of 4.5% compared to total Expenditure. The result was impacted by the prolonged shutdowns and remote learning leading to overall reduced expenditure. Resources were diverted to support remote learning with a particular focus on providing the technology required by students to successfully undertake remote learning and supports around student and staff wellbeing. In 2021, the School Council entered into a Minor Works Contract to carry out construction of a storage shed.

The majority of funding is sourced through the Student Resource Package and Equity funding. The Equity funding is targeted towards programs to directly improve outcomes for students, such as providing additional support, proactive wellbeing programs, pathways support and a focus on improving community engagement. The College continues to commit to the effective resourcing of all initiatives aligned with our strategic plan. We have a continued focus on improving literacy and numeracy outcomes for all students along with a focus on student engagement and wellbeing.

For more detailed information regarding our school please visit our website at
<https://www.lyndhurst.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.

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 710 students were enrolled at this school in 2021, 337 female and 373 male.

30 percent of students had English as an additional language and 3 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).

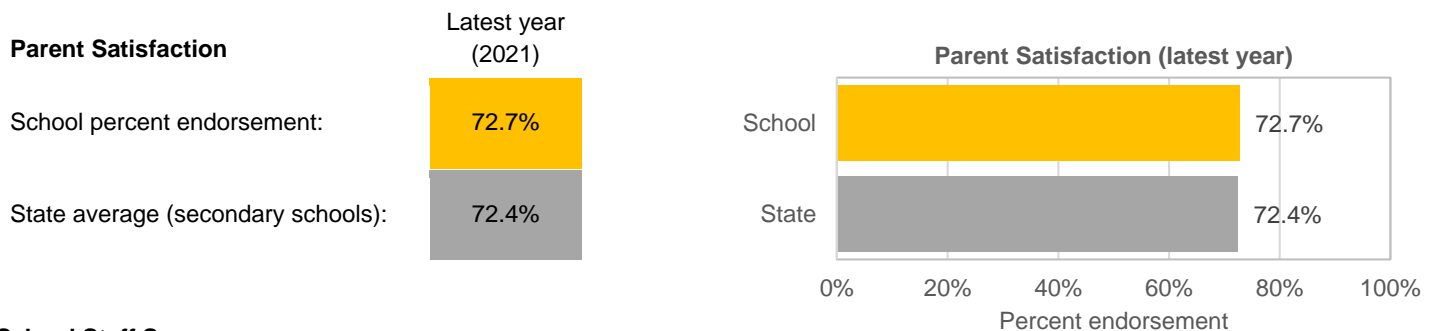
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

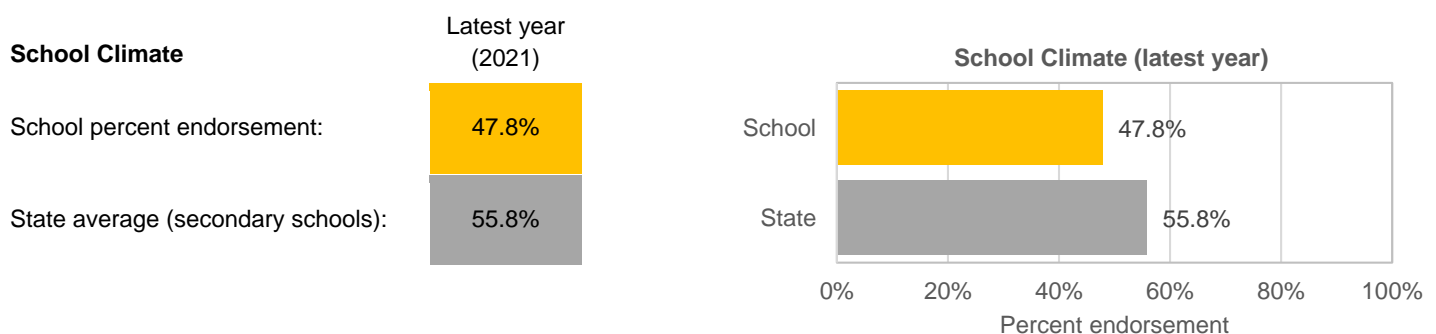


School Staff Survey

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.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

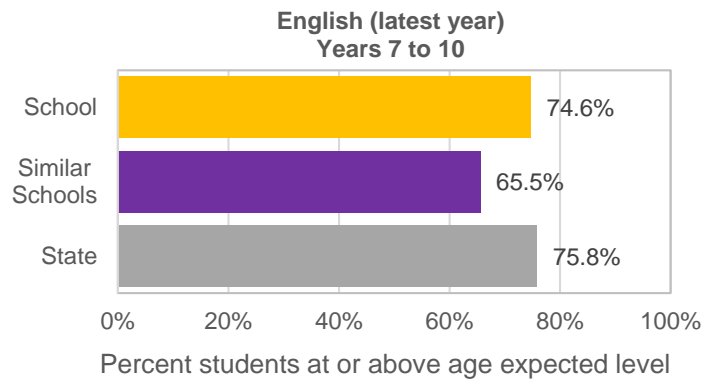
74.6%

Similar Schools average:

65.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

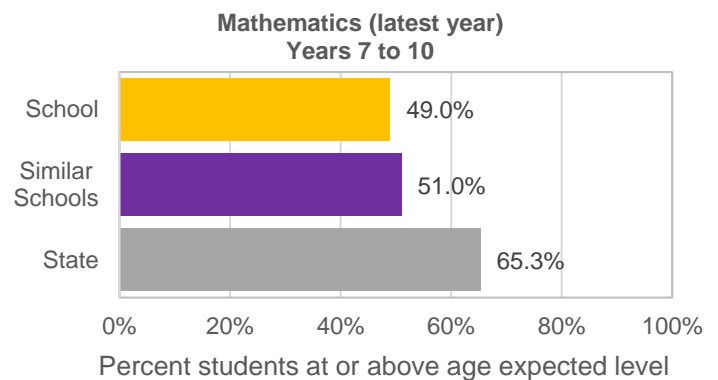
49.0%

Similar Schools average:

51.0%

State average:

65.3%



ACHIEVEMENT (continued)

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

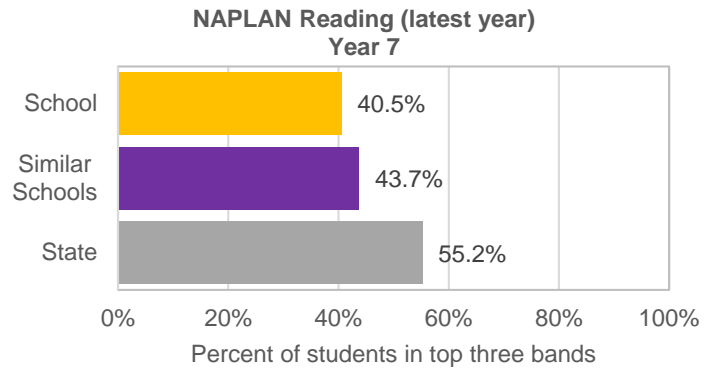
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

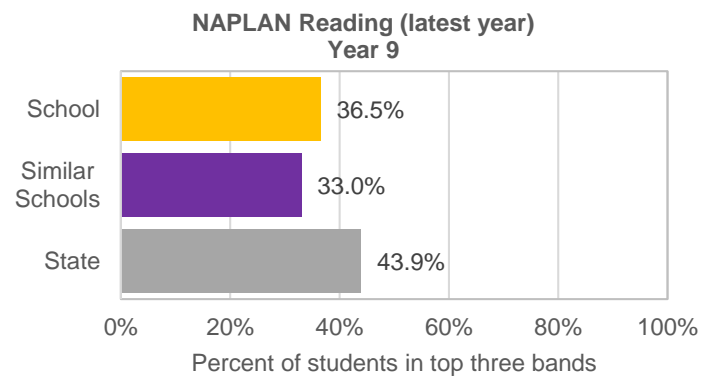
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.5%	41.8%
Similar Schools average:	43.7%	42.5%
State average:	55.2%	54.8%



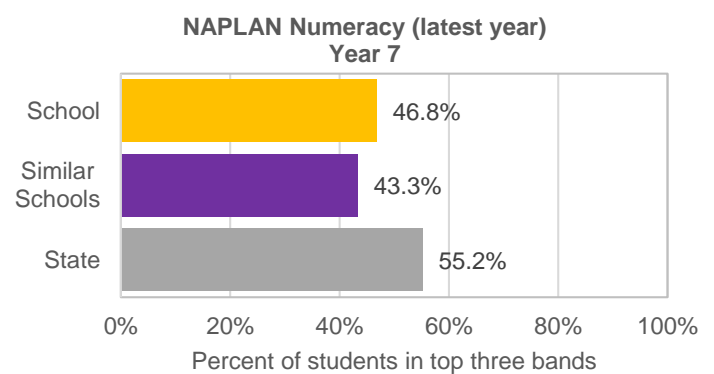
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.5%	30.2%
Similar Schools average:	33.0%	33.6%
State average:	43.9%	45.9%



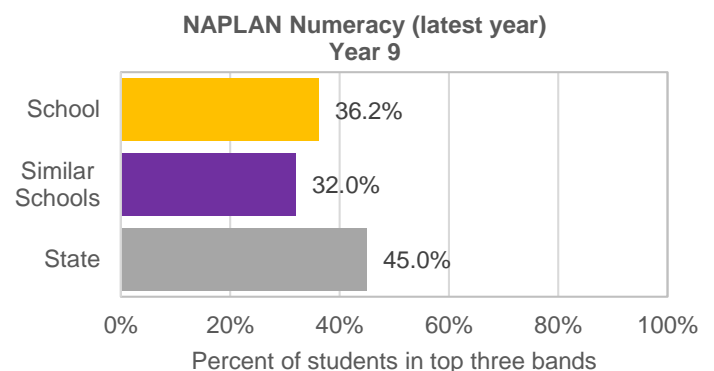
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.8%	46.9%
Similar Schools average:	43.3%	42.4%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.2%	35.7%
Similar Schools average:	32.0%	33.1%
State average:	45.0%	46.8%



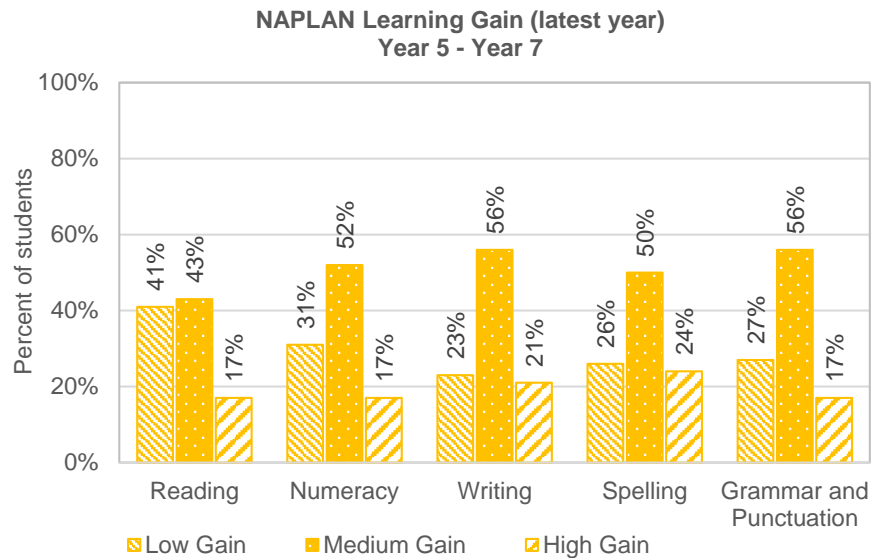
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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 current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

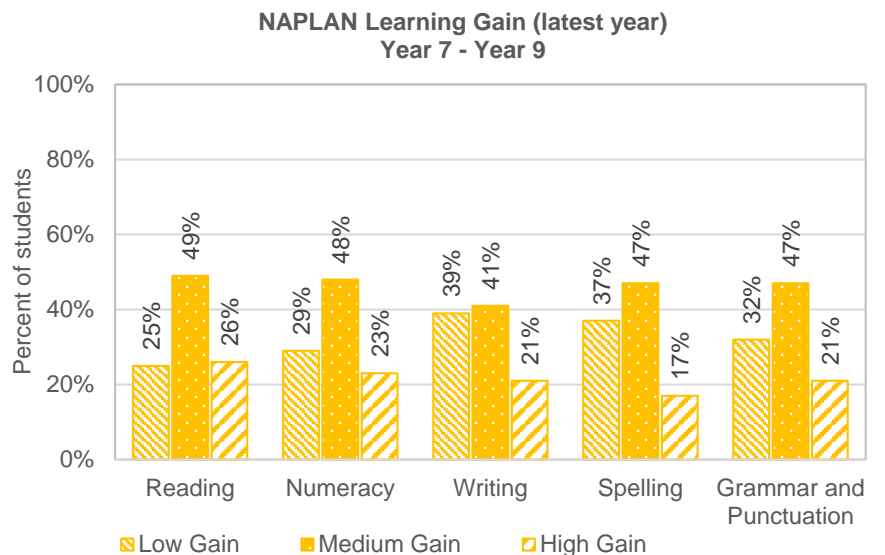
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	41%	43%	17%	21%
Numeracy:	31%	52%	17%	19%
Writing:	23%	56%	21%	20%
Spelling:	26%	50%	24%	25%
Grammar and Punctuation:	27%	56%	17%	20%



**Learning Gain
Year 7 (2019) to Year 9 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	49%	26%	23%
Numeracy:	29%	48%	23%	22%
Writing:	39%	41%	21%	21%
Spelling:	37%	47%	17%	23%
Grammar and Punctuation:	32%	47%	21%	21%



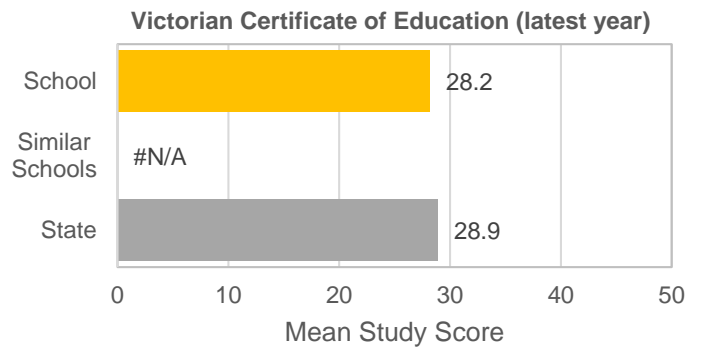
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

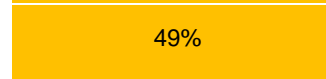
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	28.2	26.9
Similar Schools average:	27.2	NDA
State average:	28.9	28.9



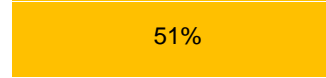
Students in 2021 who satisfactorily completed their VCE:



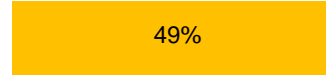
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021*:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:



* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

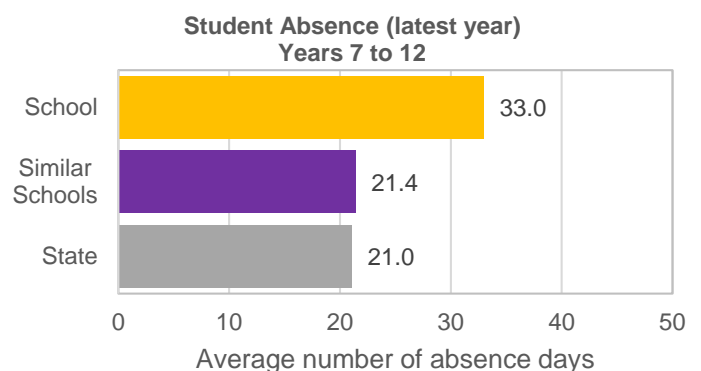
ENGAGEMENT

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. Absence and attendance data in 2020 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	33.0	29.3
Similar Schools average:	21.4	20.3
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

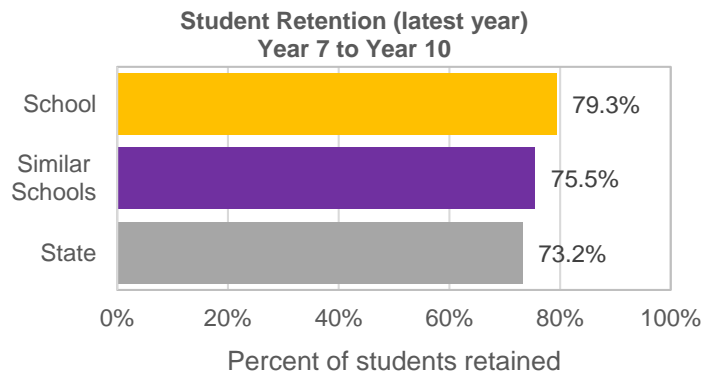
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	87%	80%	82%	82%	84%	89%

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 (2021)	4-year average
School percent of students retained:	79.3%	71.4%
Similar Schools average:	75.5%	73.4%
State average:	73.2%	72.9%



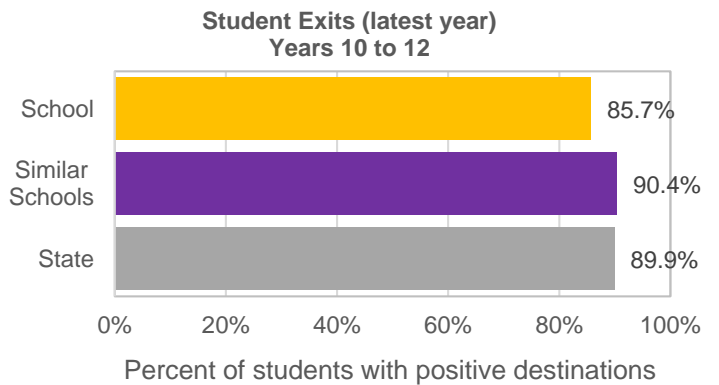
Students exiting to further studies or full-time employment

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 (2020)	4-year average
School percent of students to further studies or full-time employment:	85.7%	85.4%
Similar Schools average:	90.4%	90.2%
State average:	89.9%	89.2%



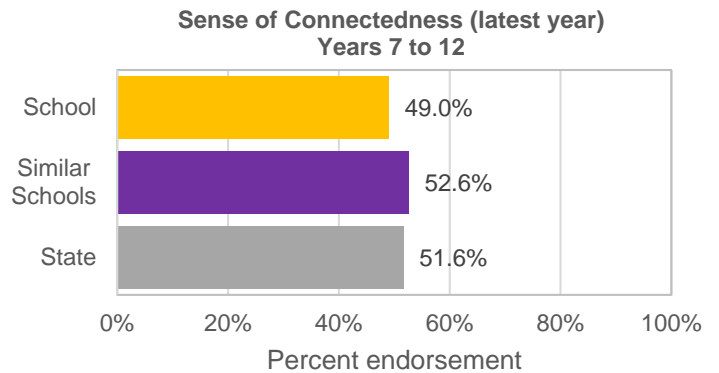
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	49.0%	52.0%
Similar Schools average:	52.6%	54.7%
State average:	51.6%	54.5%

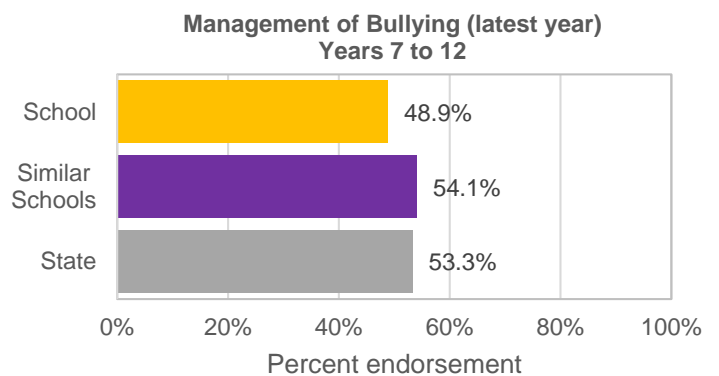


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	48.9%	54.1%
Similar Schools average:	54.1%	56.5%
State average:	53.3%	56.8%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$8,404,808
Government Provided DET Grants	\$1,447,941
Government Grants Commonwealth	\$10,796
Government Grants State	\$12,300
Revenue Other	\$115,124
Locally Raised Funds	\$161,079
Capital Grants	\$0
Total Operating Revenue	\$10,152,048

Equity ¹	Actual
Equity (Social Disadvantage)	\$956,568
Equity (Catch Up)	\$64,723
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,021,292

Expenditure	Actual
Student Resource Package ²	\$8,430,294
Adjustments	\$0
Books & Publications	\$13,131
Camps/Excursions/Activities	\$71,048
Communication Costs	\$10,307
Consumables	\$118,058
Miscellaneous Expense ³	\$66,964
Professional Development	\$34,509
Equipment/Maintenance/Hire	\$99,178
Property Services	\$167,905
Salaries & Allowances ⁴	\$94,106
Support Services	\$480,455
Trading & Fundraising	\$28,660
Motor Vehicle Expenses	\$3,823
Travel & Subsistence	\$445
Utilities	\$97,189
Total Operating Expenditure	\$9,716,073
Net Operating Surplus/-Deficit	\$435,975
Asset Acquisitions	\$40,669

- (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 10 Mar 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$1,706,572
Official Account	\$58,047
Other Accounts	\$0
Total Funds Available	\$1,764,620

Financial Commitments	Actual
Operating Reserve	\$191,550
Other Recurrent Expenditure	\$11,411
Provision Accounts	\$0
Funds Received in Advance	\$175,689
School Based Programs	\$198,867
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$505,000
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$216,170
Asset/Equipment Replacement > 12 months	\$363,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,711,688

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.