

2022 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 of the previous calendar year 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 21 March 2023 at 08:26 AM by Eloise Haynes (Principal)

- This 2022 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 21 March 2023 at 08:28 AM 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 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.

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)
- all subjects for Victorian Certificate of Education (VCE) examinations

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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. 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 2022, our enrolment was 722 students, divided into three sub-schools: a junior school, comprising of Year 7 and 8 students, a Year 9 sub school and a senior school comprising of Year 10, 11 and 12 students. Approximately 33% of students had English as an additional language and 2% were Aboriginal or Torres Strait Islander. The College's SFOE is 0.58 which is in the high band value which represents a high level of socio-economic disadvantage. 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

A key focus for the college was the DET priority of catch up and extension for students after the remote learning periods of 2020 and 2021. As a college we focused on three key actions under the Learning priority: our whole-school literacy and numeracy strategy, building staff data literacy to understand student learning needs and reviewing our curriculum to ensure it both challenged and supported learners as well as engaged them in their learning.

Our literacy and numeracy actions focused on staff capability building to understand and identify literacy and numeracy needs within their curriculum areas as outlined in the Victorian Curriculum. This was the core work of the Learning Specialists for Literacy and Numeracy who utilised a range of data including NAPLAN and PAT to identify common areas of strength and improvement for LSC students and designed professional learning sessions delivered to all staff to support them in incorporating the explicit teaching of these skills into their classes.

The action related to staff data literacy focused initially on building the capacity of the school leadership team to collect, understand and appropriately action a wide range of data. The college leadership team completed a Harvard short course called Datawise to build their collective skills before developing and implementing staff professional learning where staff were provided key data sets including PAT data to analyse and consider the impact this would have on their planning for the curriculum delivery. Further to this, the use of PIVOT data (a tool where students provide feedback to individual classroom teachers) was implemented for the first time in 2022, with sessions run in Learning Areas where staff shared their data and collaborated to develop strategies to improve this data over time.

The curriculum redesign action focused on conducting extensive consultation with students and staff to help the college review our curriculum offerings, focusing on a model of more choice for learners as part of their programs at LSC. This work led to a revitalised curriculum model being prepared for implementation in 2023, including an extensive course counselling process for students, parents and carers to support them in making informed choices about their learning programs.

Wellbeing

A key focus for the college was the DET priority of Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. As a college we focused on two key actions under the Wellbeing priority: supporting students to develop and feel a sense of pride, respect and connectedness to the college and establishing effective mechanisms to support pre-conditions for learning e.g. equipment, devices, phones, behaviour for learning.

As part of this work, extensive student voice work was conducted to gather a range of information from students regarding their school experiences. This included forums on learning and what it might look like in the future, as well as redesigning our uniform items. To support connectedness and pride in the college, new middle leadership positions were created around House Pride and Participation, with more house-based activities occurring during lunchtimes that students from Years 7 to 12 could participate in. In addition, a lunchtime clubs model was created whereby students could suggest clubs that ran weekly/fortnightly around common

areas of interest e.g. Anime, eSports, Board Games and Chess. Both of these lunchtime activities were received well by students across the college.

To further build in systems for supporting learning, engagement and wellbeing for all students, a trial of a weekly Mentor class called Launch occurred in 2022. This was led by the Year 7 Team Leader and focused on providing sessions and activities for students across 3 pillars: Learning to Learn skills, Wellbeing and connection and Careers and pathways. This trial was received positively by Year 7 students and when reviewed, was used as the basis for shifting to a Year 7 to 12 Mentor model for 2023 (Launch, Explore, Achieve).

As part of the return from 2 years of remote and on site learning shifts, a strong focus was placed on re-establishing high expectations from students regarding their readiness to learn. This included a revisiting of the school mobile phone policy, as well as establishing a system to identify students not arriving for classes ready to learn and providing supports for all students to overcome these barriers. This included creating pencil case packs for students without equipment, utilising support for uniform from State Schools Relief and school funds, as well as having consistent expectations from all staff about the requirements of students. This work will continue as a focus in 2023.

Engagement

A priority area identified during 2022 was the engagement of students based on attendance. In particular, a focus was placed on being able to identify the reasons for absences from students as a starting point to ensure that any plans that were then developed to support a student with attendance were relevant for their particular context and needs.

With continued requirements to isolate as a household contact or positive case, numbers of days absent increased for students at the college. To further support this, an attendance intervention plan was designed which outlined the key roles and responsibilities of different layers of staff in the college surrounding attendance in order to ensure there was a more timely and effective response for following up absence. In 2022, this was further extended with the design of an Attendance Officer role at the college which will be advertised in early 2023. This person will have a focus on communication home with families and following up attendance to ensure that unexplained absences were explained and students with increasing absenteeism were flagged for action.

In addition to attendance, engagement in further pathways was considered and new partnerships were established to broaden the opportunities for students to positively transition from school to either work or further study. This included the use of more School-Based Apprenticeships and Traineeships (SBATs), as well as connecting with external supports to work with individuals around sourcing employment or apprenticeships.

Other highlights from the school year

Further highlights for the 2022 school year included:

- Lyndhurst SC being recognised as winner for Southern Metropolitan Area as part of The Age's Schools That Excel 2022 for steady improvement in VCE results over the past 10 years.
- The college achieving a 28.6 mean study score which exceeded similar schools and was within 0.3 of the state average.
- The announcement of significant future funding promises for the college for redevelopment of facilities totalling \$13.6M.
- The establishment of strong community partnerships including Arts projects, parent/carer support groups and students participating in industry-level design projects for the City of Casey.

Financial performance

The 2022 Financial Performance resulted in a surplus of 1.9% compared to total Expenditure. Direct staffing costs in 2022 were in line with the previous year due to ongoing difficulties in recruiting teachers - this was offset by increased numbers of teachers supplied through external agencies. In 2022, the School Council entered into a Minor Works Contract to carry out construction of shade-sails.

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 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 728 students were enrolled at this school in 2022, 354 female and 374 male.

33 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).

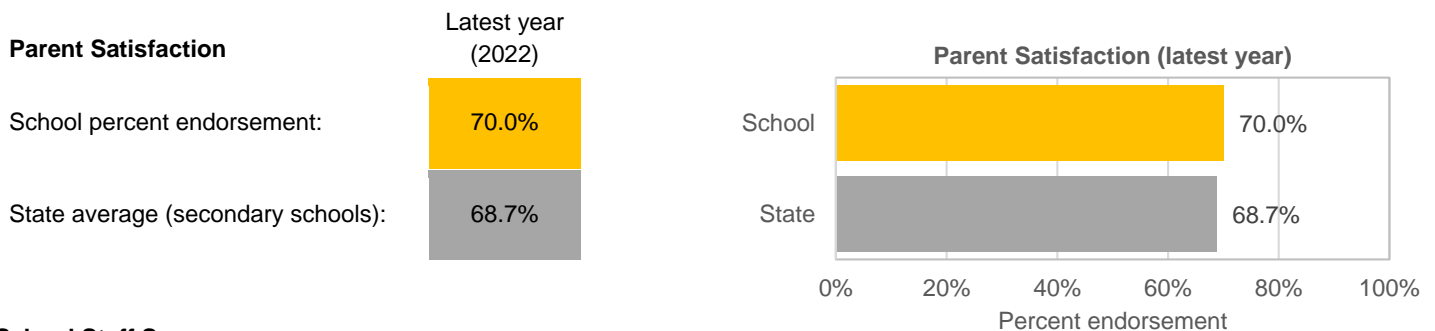
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

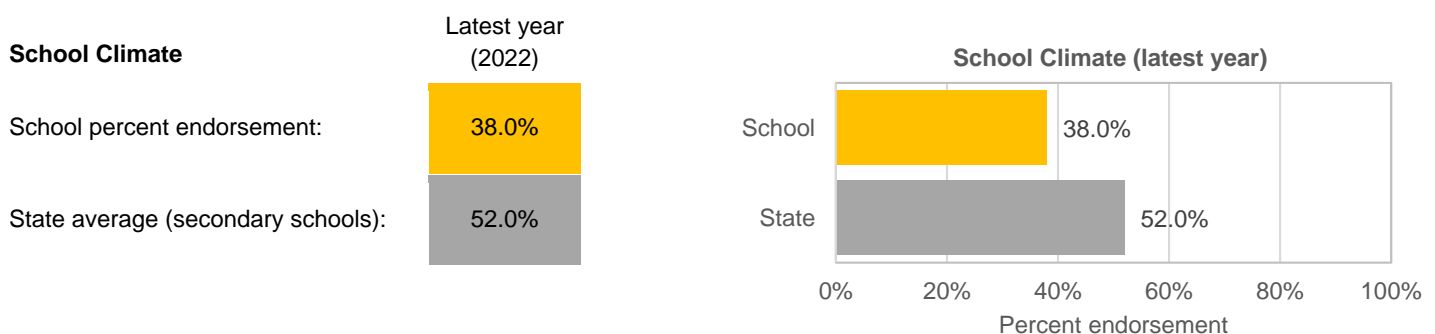


School Staff Survey

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.



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

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

English Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

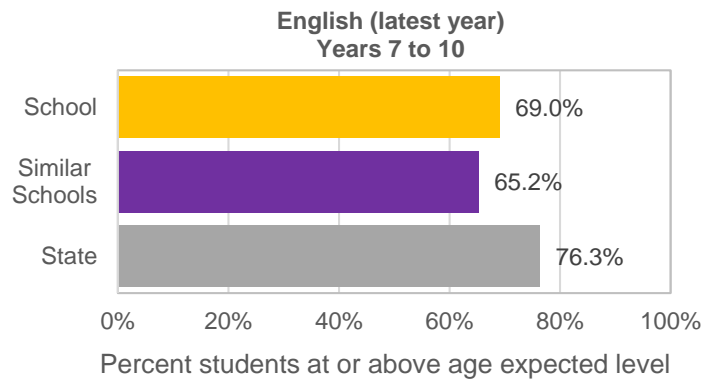
69.0%

Similar Schools average:

65.2%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

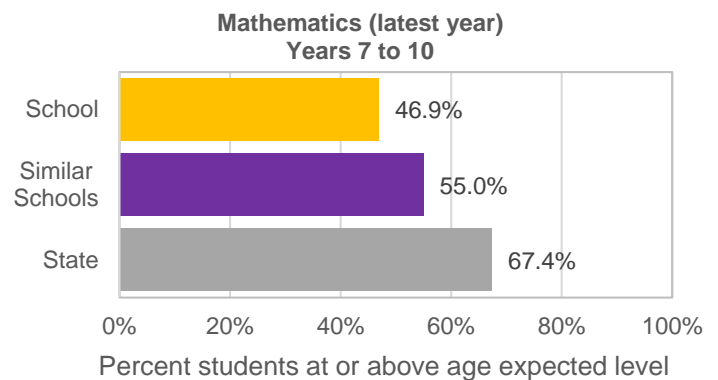
46.9%

Similar Schools average:

55.0%

State average:

67.4%



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.

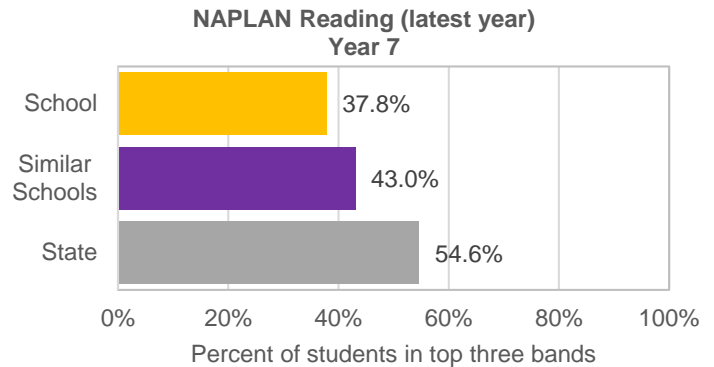
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

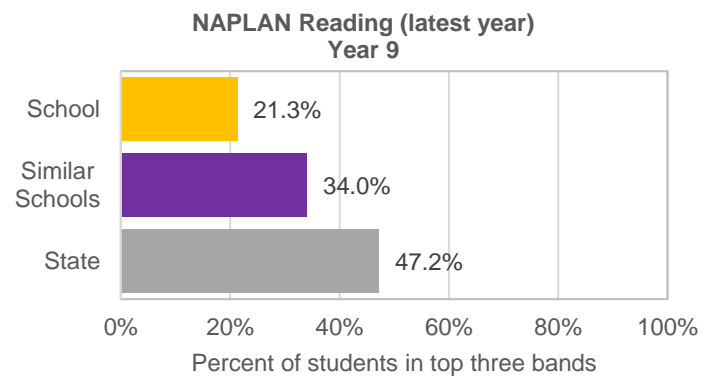
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.8%	43.2%
Similar Schools average:	43.0%	42.5%
State average:	54.6%	55.3%



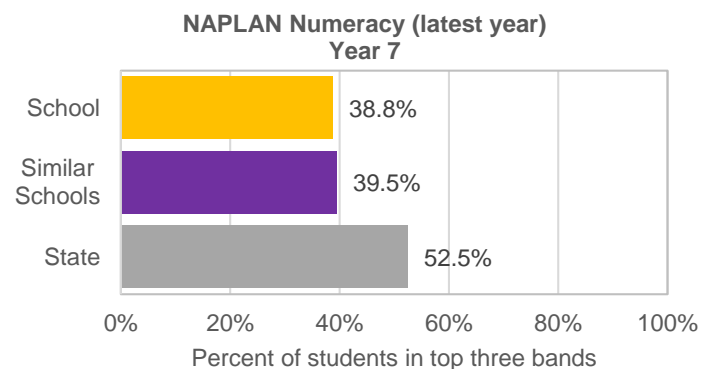
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	21.3%	29.4%
Similar Schools average:	34.0%	33.3%
State average:	47.2%	46.0%



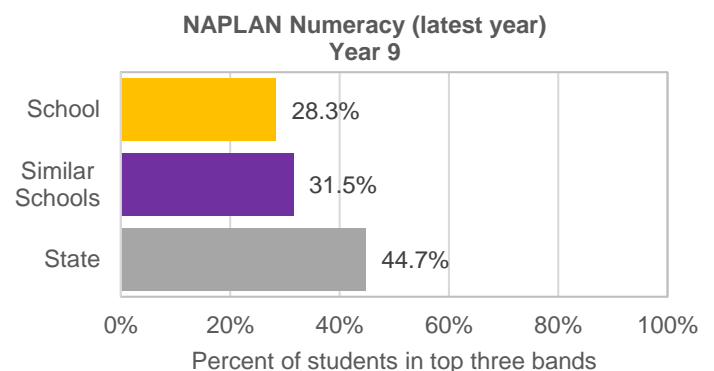
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.8%	47.2%
Similar Schools average:	39.5%	41.2%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	28.3%	32.0%
Similar Schools average:	31.5%	31.4%
State average:	44.7%	45.6%



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.*

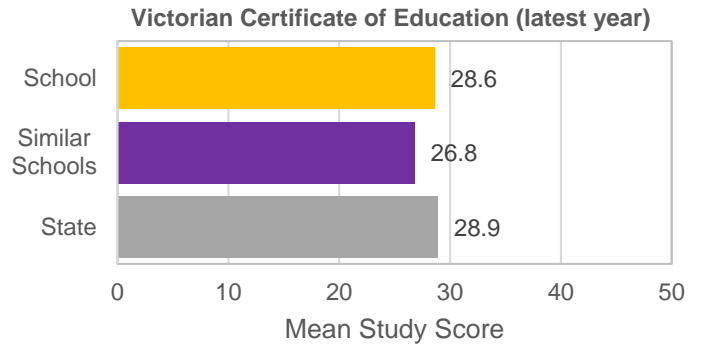
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	28.6	27.8
Similar Schools average:	26.8	27.0
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

41%

VET units of competence satisfactorily completed in 2022:

60%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

57%

WELLBEING

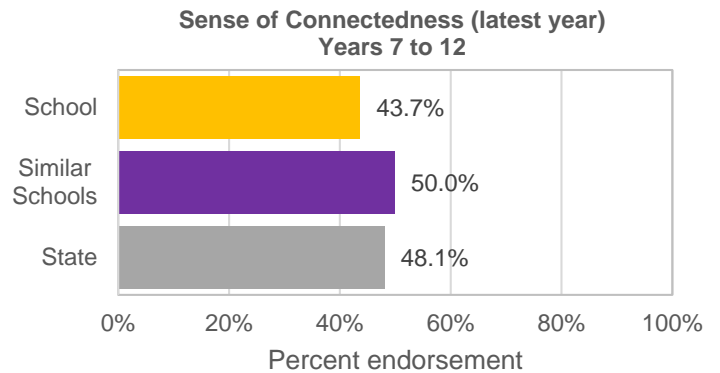
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	43.7%	48.6%
Similar Schools average:	50.0%	53.9%
State average:	48.1%	52.5%

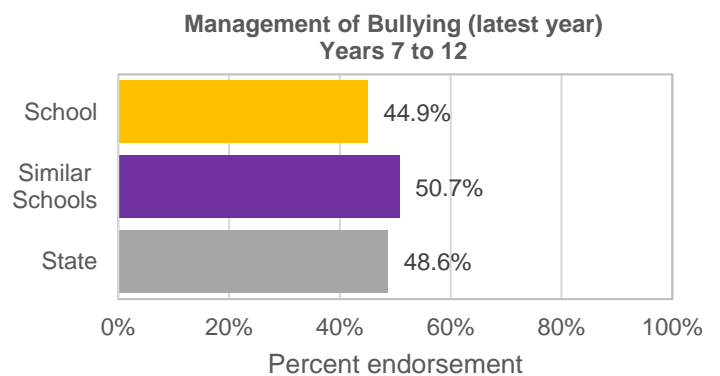


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	44.9%	49.8%
Similar Schools average:	50.7%	55.0%
State average:	48.6%	54.0%



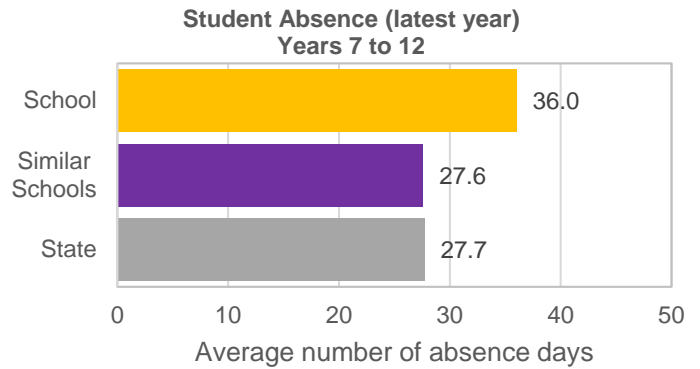
ENGAGEMENT

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 (2022)	4-year average
School average number of absence days:	36.0	31.8
Similar Schools average:	27.6	22.3
State average:	27.7	21.8



Attendance Rate (latest year)

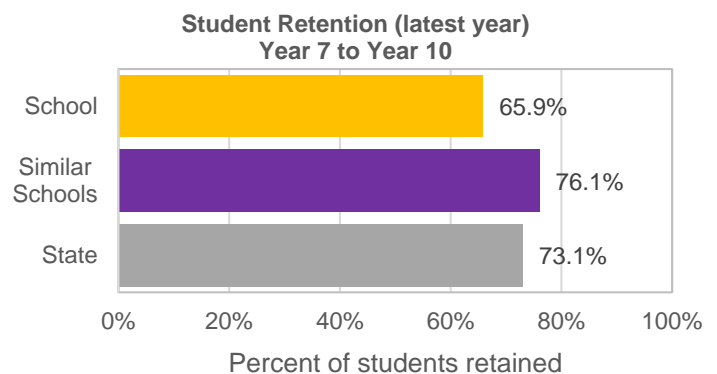
Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	83%	83%	80%	79%	82%	88%

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 (2022)	4-year average
School percent of students retained:	65.9%	69.8%
Similar Schools average:	76.1%	74.4%
State average:	73.1%	73.0%



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.

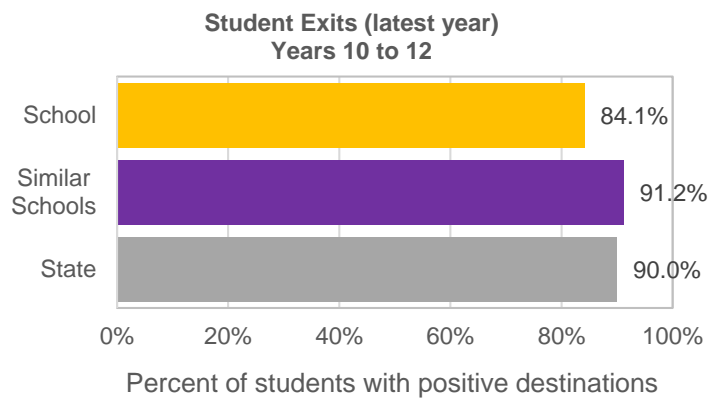
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	84.1%	85.2%
Similar Schools average:	91.2%	90.1%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$8,658,837
Government Provided DET Grants	\$2,385,456
Government Grants Commonwealth	\$4,750
Government Grants State	\$34,244
Revenue Other	\$172,264
Locally Raised Funds	\$195,894
Capital Grants	\$0
Total Operating Revenue	\$11,451,445

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,134,801
Equity (Catch Up)	\$53,010
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,187,811

Expenditure	Actual
Student Resource Package ²	\$8,498,219
Adjustments	\$0
Books & Publications	\$9,320
Camps/Excursions/Activities	\$106,993
Communication Costs	\$12,926
Consumables	\$197,926
Miscellaneous Expense ³	\$43,335
Professional Development	\$38,343
Equipment/Maintenance/Hire	\$122,150
Property Services	\$311,584
Salaries & Allowances ⁴	\$292,961
Support Services	\$927,459
Trading & Fundraising	\$19,363
Motor Vehicle Expenses	\$3,083
Travel & Subsistence	\$0
Utilities	\$114,269
Total Operating Expenditure	\$10,697,930
Net Operating Surplus/-Deficit	\$753,515
Asset Acquisitions	\$203,029

- (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 24 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$2,132,220
Official Account	\$44,994
Other Accounts	\$0
Total Funds Available	\$2,177,214

Financial Commitments	Actual
Operating Reserve	\$322,400
Other Recurrent Expenditure	\$13,590
Provision Accounts	\$0
Funds Received in Advance	\$198,284
School Based Programs	\$113,338
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$720,559
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$685,993
Asset/Equipment Replacement > 12 months	\$80,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,174,164

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.