

2020 Annual Report to The School Community



School Name: Lilydale High School (7995)

<<Please upload a school logo>>

- 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 2020 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 12 May 2021 at 07:09 AM by Wendy Powson (Principal)

The 2020 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.

Attested on 14 May 2021 at 09:31 AM by Katrina Franklin (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020
- 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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Lilydale High School is a single campus, co-educational school located in the Shire of Yarra Ranges. The school has a long tradition of academic excellence and an outstanding reputation for fostering personal development, happiness and future success for our students. Lilydale High School has 5 principal class, 106.2 EFT teachers, 21.30 Education Support staff.

As a traditional and contemporary thinking school, we encourage the highest standards of achievement in the diverse pursuits of our students. These include academic studies, cultural discovery and sporting endeavours. In the previous year, 2019, the school celebrated its centenary, who would have known then that global pandemics would 'book end' the life of LHS.

Our excellent learning and enrichment programs include an annual production and numerous individual and band performances, at active STEAM program that is both extra curricula and embedded within the curriculum, an Athlete Development and Excellence in Sport program and a new state of the art Zoology Centre that includes the largest collection of native wildlife in an Australian school that will enhance the curriculum and will also provide a community facility in Lilydale.

These programs are only a few of the resources that enable us to provide students with stimulating educational opportunities delivered in a challenging and supportive environment.

The high standard of education provided at the school is a tribute to the caring, dedicated and committed teaching and support staff — all of whom take collective pride and inspiration from the achievement of their students. Students in years 7-9 have access to dedicated literacy classes for those who require additional support. The school also offers a Select Entry Accelerated Program to extend and enrich like minded students. Languages studied include; French and Indonesian.

Sport and Outdoor Education are a prominent feature of school life. The school offers an exciting Camps Program, House and Inter-School sporting opportunities and our students are privileged to enjoy impressive sporting and recreation facilities.

Our collegiate pride is celebrated with a vibrant student voice: through SRC, year level captains, subject captains, regular student led assemblies and community celebrations.

Lilydale High School enjoys a strong sense of community. Students are expected to strive for personal excellence in academic pursuits and uphold high social and moral values in a team-oriented environment. Positive relationships between all school community members can be observed and this underpins the daily interactions.

The values that underpin the guiding principles and beliefs at Lilydale High School include both learning and community values:

Values for Learning:

- Responsibility
- Discipline
- Reflection

Values for Community:

- Gratitude
- Initiative
- Empathy
- Integrity

Our school motto is:

'Excellence in learning, resilience in life, thriving in community'

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning and Positive Climate for Learning remained the focus in 2020. This took on a whole new look with the teaching and learning program moving to remote and flexible learning due to the pandemic causing a lockdown across the state.

The importance of ensuring all students were able to access their learning became a key priority. This began with a careful check that every student had access to: a working device, internet that was reliable and an understanding of how they could access their classes and teacher support. The possibility of extended remote learning required a great deal of creativity with the use of a range of technology to deliver curriculum. Google Classroom became the platform used with classes, with a reduction in class frequency to enable students time to work independently on tasks that were modified for online learning. This was trial and error requiring student feedback through google forms. It became apparent very quickly that the volume of work had to be reduced and more time provided to complete tasks.

Despite the change in learning, staff were still able to work remotely in teaching teams to consider the current FISO status of 'emerging' moving to 'embedding'. The strategies for improving teaching and learning included:

The continuation of documenting a guaranteed and viable curriculum across all key learning areas - being reviewed and refined

Improving the understanding of student data, targeted teaching and individualised curriculum

Embedding the instructional model - a very helpful tool in the remote learning space.

Moderation of student work, particularly important for VCE, as a means to accurate assessment

A robust targeted teacher PD program and a whole school literacy strategy that focused on reading comprehension continued remotely every Monday

The year 9 students who were identified as being in the bottom two bands also had additional support through the employment of a literacy and numeracy specialist through the MYLNs funding. It was important that this continued remotely.

A positive climate for learning has involved high expectation teaching, increased student voice and agency and student's being more involved in their data profiles. The students have engaged with PIVOT surveys where they have an opportunity to provide feedback for teachers. As part of the High Achievers Program, a consultant has been employed to work with those students identified through NAPLAN data. The building of curriculum and assessment based on rolling rubrics enables teachers to provide differentiation for all students and accurate assessment.

The leadership team consisting of; the principal, 4 assistant principals, 2 Learning Specialists and 16 leading teachers continue to meet weekly to drive the improvement initiatives, in 2020 monitoring the progress of each of the strategies was, to a certain extent, less of a focus as the need to support student mental health taking priority.

Achievement

The On Demand data that was collected in term 1, 2020, was a focus in the workshops that continued throughout the COVID period, however, for much of the time the focus needed to be on primarily keeping students involved in school via remote learning. There was still an emphasis on examining the data during remote PD sessions to enable teachers to become more proficient with its use, however, the aim was to target individual students, not so much with assessment data but with information from home in relation to the mental health and motivation of each student. Curriculum had to be modified for online learning, and for individual students, in fact, the remote teaching compelled leaders and teachers to take risks and be creative with curriculum to engage every student. We will leverage from this in the future. Teachers were still able to moderate, the VCE staff made it a priority to ensure they were still on track with the end of year assessments. Every year 12 student was provided with an opportunity to provide information through a Consideration of Disadvantage program introduced by the VCAA. Authentication was carefully considered with it resulting in assessments at VCE level completed with student cameras turned on. The Program for Students with Disabilities continued throughout remote learning with the integration team continuing their work with individual students via goole meets. They were reintroduced onsite in a staged manner where required. The senior PSD students from 2019 all successfully found a pathway. With the resumption of schooling for everyone towards the end of 2020, baseline assessments were completed and data examined to determine who may need extra support. The final two weeks of 2020 was dedicated to stepping all students up into the next year level to again provide extra monitoring of progress and mental health, tuition and provide some daily normality in a very abnormal year.

Engagement

Feedback became extremely important in the virtual environment, a process was set up for all staff to provide feedback regularly via google meets and Google classroom. Conversations that would normally take place in an onsite environment were not possible, more feedback to parents was provided to ensure the partnership was strong. There was still an expectation that staff engage with PIVOT and collect feedback from their classes. This occurred and provided valuable information to teachers regarding strategies that were working well in both the virtual and onsite learning environments.

Those students included in the MYLANS program met with their teacher over google meet to continue to be provided with extra support.

Whole school feedback occurred via google forms - this enable the virtual program to be adjusted and extra support to be introduced where needed. It also gave leaders a general sense of how students were coping overall. Much of the feedback was acted on quickly to ensure student's were acknowledged. The Educational Support team became vital in checking in on students whose attendance was waning. A phone call, google meet and email were the mechanisms by which attendance was addressed. The student wellbeing team were also utilised when attendance became chronic. Back onsite, the careers team made the year 12 students a priority and were able to assist in all year level course selection - information nights were completed virtually and course selection monitored to ensure selections were in. Student leaders took on the role of motivating the student body by implementing an array of virtual activities, SRC incorporated lots of activities and membership for 2020 was significantly higher than any other year. Regular meetings with the principal acknowledged the importance of student voice, school council membership was sought and will continue to be strongly encouraged.

Year 12 English teachers for 2021 engaged in learning conversations with their future students. It included simple testing to establish deficits in learning and an opportunity for the teacher and student to build rapport very early. Professional development continued every Monday albeit, virtually. The focus was the reading and literacy strategy that had been developed based on the work of an external literacy consultant and included the 6 traits of writing. The PD was very well received and has gone on to form the basis of the catch up program over. Assessment was also incorporated to establish those students who needed to be included in the support program for the final weeks. These students have also been identified for tutoring in 2021.

The students selected to participate in the High Achiever's program have been identified for 2021.

Wellbeing

There was no data for Attitude to Schools survey as it wasn't administered however, the regular google form surveys sent to students, not only when remote learning, but when students resumed onsite, provided an overall sense of how students were coping with the need to constantly adapt to changing environments. There was a vast array of responses in regard to how students were feeling. Some thrived and enjoyed the sense of autonomy whilst others found the remote learning environment very isolating. These students became our focus. The Educational Support staff, regular Casual Relief teachers and wellbeing team were proactive in making calls to students to check in and referred where needed. Outside agencies were also notified when required and parents/carers given contact details for extra external support for their child. The overall response was coordinated and based on consistent and regular student feedback. Teachers and support staff were also making reports to the leadership when concerns arose with their students. Staff wellbeing was also prioritised through access to external supports, an onsite staff wellbeing person and regular information targeting health and wellbeing. Regular staff surveys were also administered and Google Meets were encouraged both professionally and socially. This work will continue into 2021 to support the staff returning to what may again be, an unpredictable environment.

Respectful relationships, a program being introduced in all government schools, began with an overview of how it will be embedded into the curriculum and other programs. At the end of 2020 a full time psychologist was employed through the Mental Health Practitioners program, this is an ongoing position that has increased resources greatly for students.

The Athlete Development Program again proved popular with Year 9 students and was able to engage them through the sport themes. Course selection for year 9 students was enhanced through individual virtual interviews with course counsellors to ensure they were choosing the correct pathway for their future studies. Year 8 students also went through the same process. There was an increase in involvement of students in lunchtime clubs and activities

including; Art Clubs, Steamworks Club and an array of lunchtime library activities. Teachers made sure these activities and opportunities to connect with others whilst learning from home.

Financial performance and position

The net operating surplus was a result of ongoing building works and curriculum projects including additions to the STEAM projects. Grants for 2020 included; Duke of Edinburgh, Middle Years Literacy and Numeracy Strategy and student devices. Funds were allocated for ongoing professional learning for literacy across the curriculum. The general reserve has been allocated to future projects including the proposed Junior School Hub, Senior School Hub refurbishment and new Resource Centre. Equity funding expenditure was allocated to extra support for students in year 7 - 9 and the MYLNs funding used to assist year 10 students and build teacher capacity in the area of literacy and numeracy. A part time extra Student Wellbeing person was also funded to assist with the need by the end of the unprecedented year that was 2020.

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 1570 students were enrolled at this school in 2020, 810 female and 760 male.

1 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.

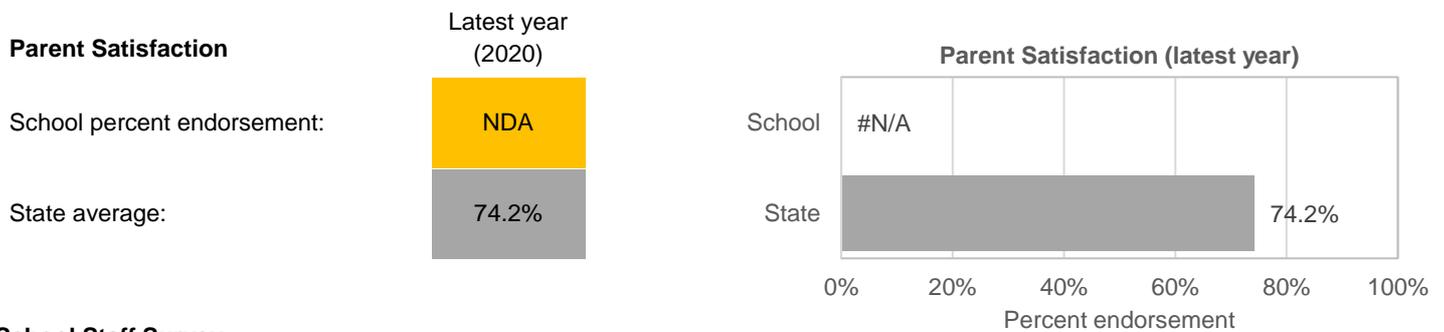
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

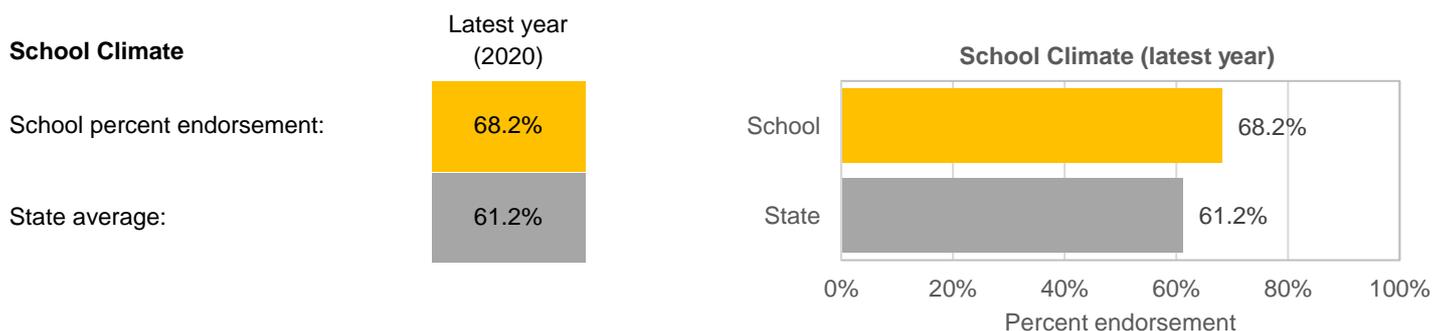


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

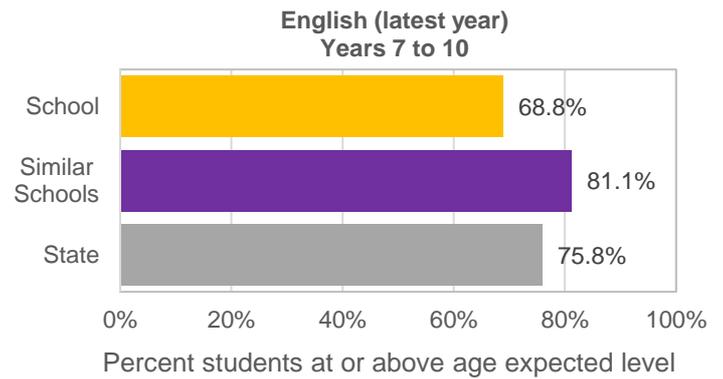
68.8%

Similar Schools average:

81.1%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

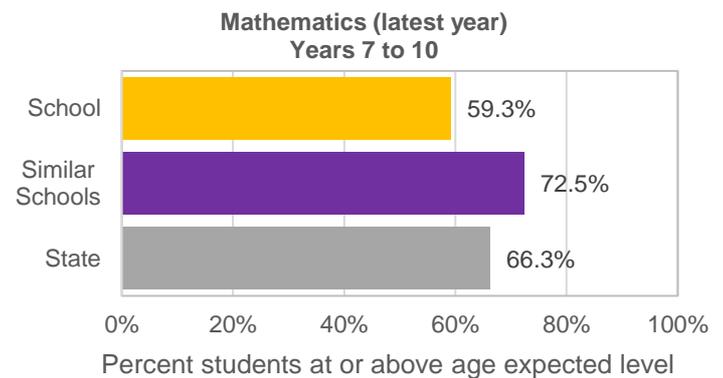
59.3%

Similar Schools average:

72.5%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

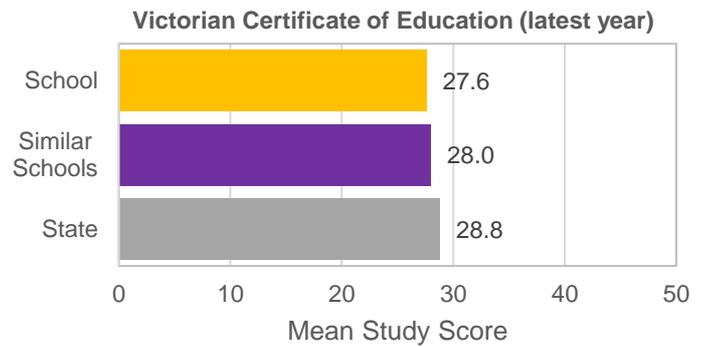
ACHIEVEMENT (continued)

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 (2020)	4-year average
School mean study score	27.6	28.1
Similar Schools average:	28.0	28.0
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

98%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

19%

VET units of competence satisfactorily completed in 2020:

74%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

99%

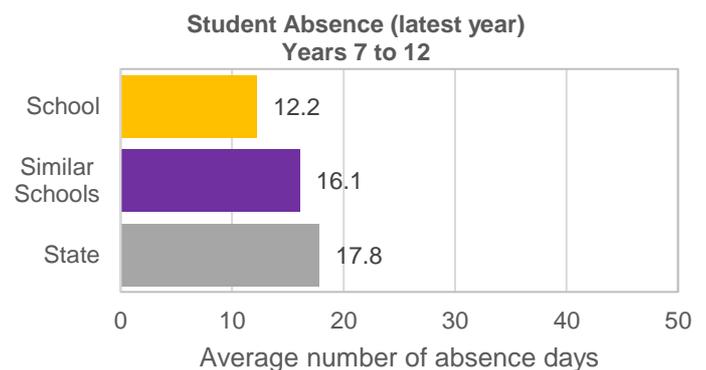
ENGAGEMENT

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	12.2	18.0
Similar Schools average:	16.1	18.7
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

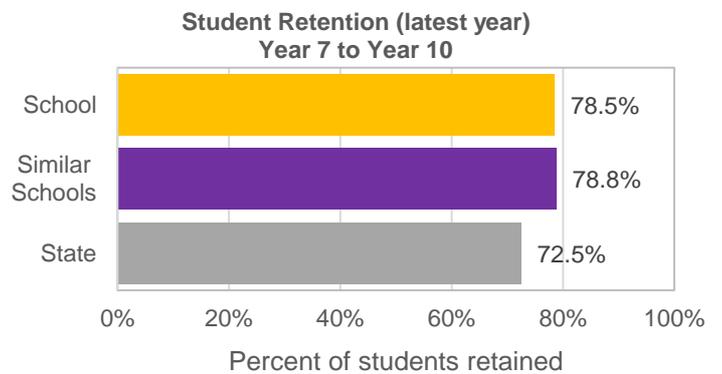
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	94%	93%	93%	92%	95%	96%

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 (2020)	4-year average
School percent of students retained:	78.5%	81.3%
Similar Schools average:	78.8%	78.6%
State average:	72.5%	72.9%



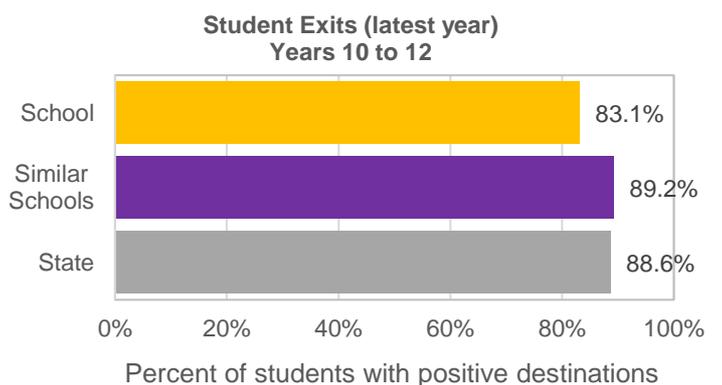
Students exiting to further studies or full-time employment

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 previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	83.1%	86.0%
Similar Schools average:	89.2%	89.0%
State average:	88.6%	89.1%



WELLBEING

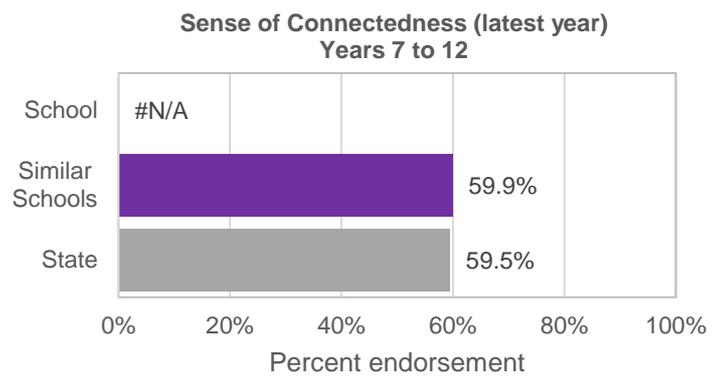
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	46.8%
Similar Schools average:	59.9%	54.9%
State average:	59.5%	55.3%



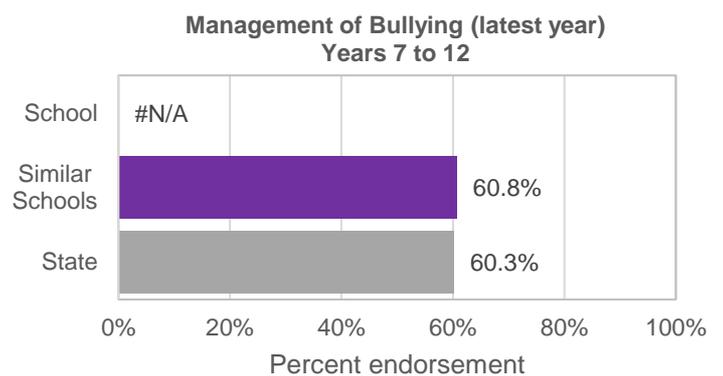
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	56.7%
Similar Schools average:	60.8%	58.8%
State average:	60.3%	57.9%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$14,739,222
Government Provided DET Grants	\$2,432,215
Government Grants Commonwealth	\$22,094
Government Grants State	\$12,293
Revenue Other	\$51,703
Locally Raised Funds	\$942,454
Capital Grants	NDA
Total Operating Revenue	\$18,199,981

Equity ¹	Actual
Equity (Social Disadvantage)	\$254,649
Equity (Catch Up)	\$95,581
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$350,230

Expenditure	Actual
Student Resource Package ²	\$15,041,893
Adjustments	NDA
Books & Publications	\$18,216
Camps/Excursions/Activities	\$171,416
Communication Costs	\$40,541
Consumables	\$458,824
Miscellaneous Expense ³	\$125,471
Professional Development	\$47,099
Equipment/Maintenance/Hire	\$192,807
Property Services	\$604,336
Salaries & Allowances ⁴	\$325,108
Support Services	\$465,414
Trading & Fundraising	\$52,435
Motor Vehicle Expenses	\$326
Travel & Subsistence	\$83
Utilities	\$205,239
Total Operating Expenditure	\$17,749,207
Net Operating Surplus/-Deficit	\$450,773
Asset Acquisitions	\$155,190

- (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 02 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$2,570,762
Official Account	\$30,850
Other Accounts	NDA
Total Funds Available	\$2,601,612

Financial Commitments	Actual
Operating Reserve	\$366,519
Other Recurrent Expenditure	\$6,753
Provision Accounts	NDA
Funds Received in Advance	\$660,358
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$68,344
Repayable to the Department	\$305,586
Asset/Equipment Replacement < 12 months	\$244,051
Capital - Buildings/Grounds < 12 months	\$250,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$700,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,601,612

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.