

2015 Annual Report to the School Community

Lilydale High School

School Number: 7995



Name of School Principal:

Wendy Powson

Name of School Council President:

Lesa Howell

Date of Endorsement:

10th May 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Lilydale High School is a single-campus, coeducational government secondary school offering a wide range of VCE and VET courses. Lilydale High School has 170.47 EFT staff, (5 principal class, 132.07 teachers, 25.82 education support).

Our students enjoy outstanding opportunities for learning, through academic, wellbeing and co-curricular programs. A traditional but contemporary-thinking school, Lilydale High allows students to achieve success in a diverse range of interests, including academic studies, cultural discovery and sporting endeavours. The high standard of education provided at the school can be attributed to the caring and committed teaching staff, who take collective pride in the achievement of all students.

The school offers excellent learning facilities and programs, attractively presented among well-established grounds, including a new Performing Arts Centre with theatre; a Science and Technology Centre; a Multimedia Centre; a Select Entry Accelerated Learning program; literacy and numeracy support programs, a 1 to 1 notebook and iPad program; an impressive array of sporting facilities; and a reptile house with the largest collection of native wildlife in an Australian school.

Lilydale High School enjoys a strong sense of community. Our staff, students and the broader community share a strong sense of identity and collegiate pride. 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

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

Achievement

Year 9 NAPLAN results indicate students achieve at similar level in Numeracy compared to the all Victorian government schools and slightly below in Reading. The 4-year average for NAPLAN Year 9 results indicate that students achieve a similar median to all Victorian government secondary school.

The school continues to focus on increasing the percentage of students achieving high learning gain and reducing the percentage of students achieving low learning gain from Year 7 – Year 9.

The mean VCE study score in 2015 and the 4-year average is similar the median for all Victorian government schools (28). The number of students achieving a study score of 40 or more in individual subjects continues to

be a priority in 2015 it was 3.5%

The school will continue to pursue improvement through a number of teaching and learning initiatives and professional learning including the:

- Introduction of a common instructional model for teaching and learning
- Learning goals and success criteria
- Targeted use of data
- Teacher peer observation and feedback

All participants in the Programs for Students with a Disability have shown satisfactory progress, achieving at, or above, the targets of their Individual Learning Plans.

Engagement

Student attendance records indicate an improving level of attendance and an attendance rate similar to the median of all Victorian government schools. The introduction of a messaging system, Compass portal and information sent to parents continues to raise awareness of the importance of regular attendance.

Student retention to Year 10 continues to improve and is above the median for all Victorian government schools in 2015 and the 4-year average (2012-2015). The number of students exiting to further studies or full-time employment has shown improvement and is similar to the median for all Victorian government school.

Work in the areas of student pathways and transitions will continue with future work to focus on:

- the development and introduction of articulated cohesive student programs
- clear articulated pathways linking to the reopened Box Hill Institute, Lilydale Lakeside campus
- introduction of intermediate VCAL

Wellbeing

In 2015 and over the 4-year average student connectedness to school and their perceptions of safety are slightly above the median for Victorian government secondary school.

In 2015, work commenced with Resilient Youth Australia and clinical psychologist Andrew Fuller to introduce school wide positive language and resilience program. As well as continued development of the school's student leadership program.

Productivity

In line with the Education State initiative of Professional Leadership, work has commenced to enhance the capabilities of the school's leadership teams using evidence and proven coaching and feedback methods. Work began on clearly defining all leadership, teaching and education support roles to ensure role clarity and an alignment of the 2016 Annual Implementation Plan and strategic direction of the school.

For more detailed information regarding our school please visit our website at
<http://lilydalehs.vic.edu.au/>

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile

Enrolment Profile

A total of 2126 students were enrolled at this school in 2015, 1041 female and 1085 male. There were 0% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

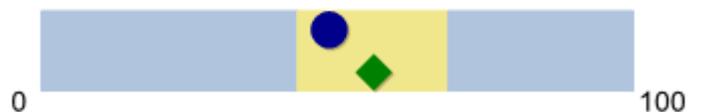
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



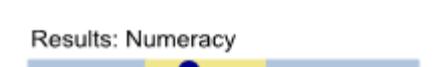
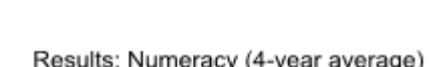
Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

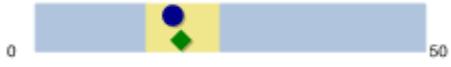
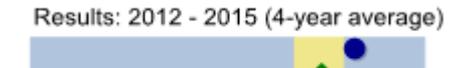
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<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>51%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>53%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>44%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>34%</td> <td>51%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>51%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	51%	21%	Numeracy	35%	53%	12%	Writing	39%	44%	17%	Spelling	34%	51%	15%	Grammar and Punctuation	32%	51%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>	<p>Results: 2015: </p> <p>Results: 2012 - 2015 (4-year average): </p>	<p> Similar</p> <p> Similar</p>																								

Students in 2015 who satisfactorily completed their VCE: **93%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **7%**
 VET units of competence satisfactorily completed in 2015: **86%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **N/A**

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="576 817 1027 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>89 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	89 %	90 %	91 %	92 %	92 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	89 %	90 %	91 %	92 %	92 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

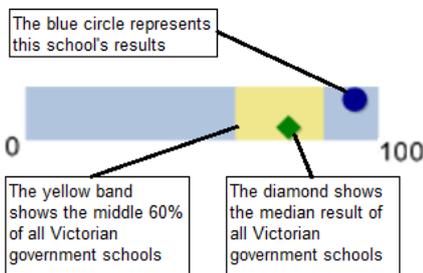
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

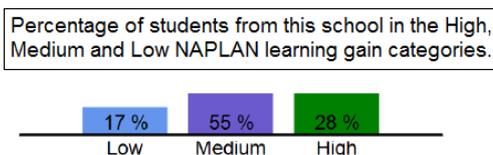
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

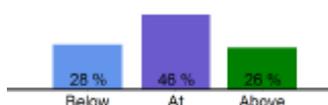


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$16,157,318	High Yield Investment Account	\$748,555
Government Provided DET Grants	\$2,016,520	Official Account	\$36,833
Government Grants Commonwealth	\$29,851	Other Accounts	\$769,262
Government Grants State	\$12,640	Total Funds Available	\$1,554,649
Revenue Other	\$101,570		
Locally Raised Funds	\$2,100,598		
Capital Grants	\$108,199		
Total Operating Revenue	\$20,526,696		
Expenditure		Financial Commitments	
Student Resource Package	\$15,953,921	Operating Reserve	\$607,135
Books & Publications	\$23,713	Asset/Equipment Replacement < 12 months	\$39,889
Communication Costs	\$42,138	Capital - Buildings/Grounds incl SMS<12 months	\$87,268
Consumables	\$407,838	Maintenance - Buildings/Grounds incl SMS<12 months	\$18,231
Miscellaneous Expense	\$1,581,224	Revenue Received in Advance	\$742,275
Professional Development	\$100,957	School Based Programs	\$6,773
Property and Equipment Services	\$911,267	School/Network/Cluster Coordination	\$15,518
Salaries & Allowances	\$486,826	Other recurrent expenditure	\$37,560
Trading & Fundraising	\$181,426	Total Financial Commitments	\$1,554,649
Travel & Subsistence	\$8,676		
Utilities	\$134,770		
Total Operating Expenditure	\$19,832,754		
Net Operating Surplus/-Deficit	\$693,941		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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

Financial performance and position commentary

A proportion of the net operating surplus is due to further work required in relation to the new Performing Arts Centre and facilities upgrade.

Lilydale High School maintains adequate funds to ensure cash flow and financial commitments are met in a timely manner. An full audit of the schools account was conducted and completed in February 2015.

