

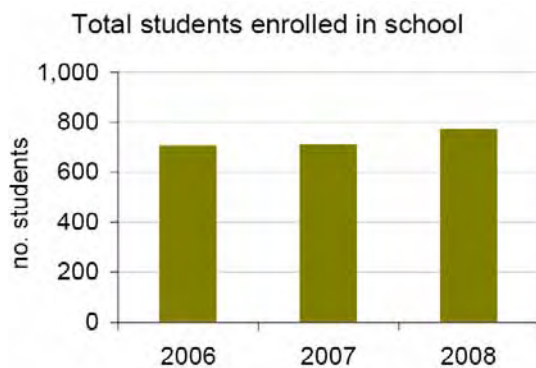
Lilydale Heights College
7219

**2008 Annual Report to the
School Community**

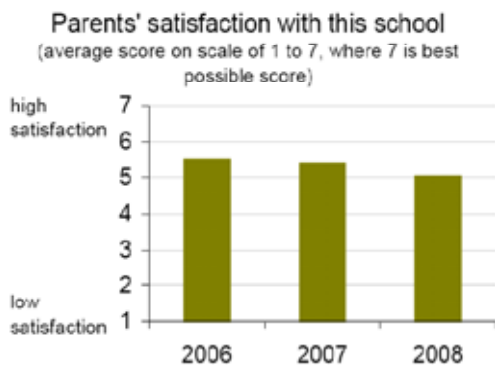


School Overview

Student Enrolments – During 2008 enrolments increased slightly to around the 160 students for Year 7, increasing the total enrolment to 750 students. This allowed us to maintain programs and to focus on the core business of student learning and engagement in a stable environment.



Parent Satisfaction –



The College maintained an overall high level of satisfaction with its parent community in 06 and 07, parents indicating satisfaction of 5.3 on a seven point scale. A marginal decrease in satisfaction in 2008 is being investigated and we seek trends for 2009 with the introduction of new programs. This measures the College provision of education, the educational environment for students and parent satisfaction with teacher quality.

Teacher Satisfaction

Using the school morale as an indicator, the year 2007 saw teacher satisfaction at 65.5% from a possible 100%. This improved slightly in 2008 to 66.5%. This is 6 points higher than the state average for secondary schools. This measures team spirit, energy, morale, enthusiasm and pride teachers have in and about the work place. Supportive Leadership was 71% on a 100 point scale.

Teacher Absence

The average number of days absent for teaching staff was 7, almost identical to the state average.

- **Teacher Retention**

Of the total 63 staff employed in 2008, 51 or 81% were retained into 2009. Of the ongoing staff 93% were retained from 2007 to 2008. This was due largely to promotions and some was due to extended leave including maternity and leave without pay.

- **Teacher Participation in Professional Learning** – In line with our strategic plan all teaching staff have participated in professional learning throughout the year. Three teachers participated in Teacher Professional Leave program to organise and implement the new reporting package. All new and beginning teachers have undergone the extensive Induction / Mentoring for beginning teachers program. The other focus has been on skilling staff for eLearning and much successful professional learning has been provided and undertaken by the Yarra Valley eLearning Community.

- **Teacher Qualifications** All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: http://www.vit.vic.edu.au/content.asp?Document_ID=241.

College Council President's Report

As it does every year, time appears to have raced away from us. But when I look back over the events of the year I see that the college has covered a lot of ground.

As part of our Strategic Plan goal, to achieve better outcomes for students, in 2007 it was decided that a stronger emphasis should be placed on the development of the teaching and leadership staff. The first step was the two year appointment of learning coach, Graeme Henchel, to assist teachers to develop teaching methodology and better learning opportunities.

In April two teams of Leading Teachers undertook a professional learning opportunity in Leading for Student Learning. Funded as part of the Departments 2006-09 Australian Government Quality Teacher Programme.

Others attended Human Leadership, and, Thinking and Planning Strategically.

A slight hiccup occurred as teachers went on strike in February and April. A reasonable outcome was achieved and all got back to business quickly.

Facilities maintenance and upgrades placed a tremendous amount of stress on the budget. The fiscal genius of Principal Greg Hancock and the excellent management of Business Manager Bev Tewkesbury enabled us get through.

The list of projects is quite substantial. To highlight just a couple that really make a difference to students I would have to include: the delivery of 130 laptops and 9 trolleys; improved wheelchair access to the study centre; Technology wing floors upgrade; \$64,700 spent on computers including 30 new laptops and 97 desktops to replace retiring units; \$25,000 approved for Foods Learning Area upgrades including coffee machine

A couple of things that students sometimes don't notice but are required to ensure they have as modern as possible learning environment include: D4 flooring upgrade; Computer storage upgrade in D4; New power allocation for H wing; Library desks upgrade; Asbestos removal; computer technicians room modifications including air conditioning; Roof repairs, gutters and downpipes.

Suffice to say that the Finance Committee was confronted with many requests for funding during

the year and had a good go at satisfying all the demands.

While the teaching staff was getting a lift and the infrastructure was getting a lift, there were also a number of other things on the agenda for the year. Early on in the year we had a record 400+ attendance for the Open night. Great presentations were done by students and staff. The Performing Arts Centre was kitted out with three new projectors, 2 new screens, new mixer and sound system, and a new switching box, and **some extra cabling** to allow image control from a computer on the stage, all contributed to the success of the open night.

The new Sports uniform was approved and will be available for 2009 start.

A delegation from our partner school in Japan made a visit to build the relationship.

A proposal to increase teacher contact time with Year 11 students from 4 to 5 period allocation per subject per week was approved and will be implemented as of 2009.

All of the above are but a brief snapshot of College Council for 2008. It has been a large strain on the finances over the year and little is left in reserve for 2009. However I am comfortable and confident that the College is in a great position to move forward in 2009 and give our student body every opportunity possible.

Dale Atkinson
College Council President

Principal's Report

2008 we focussed on the second year of the 2007-2010 Strategic Plan. Our focus has remained centred on student engagement and belief in student learning ability, the development of teacher skills and knowledge and building relationships between all members of the College community.

As Dale Atkinson, outgoing College President mentions fully, we have also improved the learning environment substantially and continued to plan for upgrades of facilities to match curriculum and learning needs.

Part of environment planning has been the focus on sun smart school uniform. We have had an inconsistent response. We look forward to greater parent and student support in implementation of the sun smart initiatives and an emphasis on awareness in such matters. We recognise adolescents will be a positive challenge in this.

We have upgraded the sports uniform to provide better sun protection and better identity for the college in Interschool Competitions

The emphasis on learning with technologies has increased yet again, with the purchase of a number of laptop computers for use by the Years 9 to 12 students, matching our established commitment to Year 7 and 8 laptops through the Yarra Valley eLearning Community. Through Local School funds we continued to support the employment of a teaching and learning coach for continuing the learning in ICT for teachers and therefore better implementation for student learning. It has been invaluable in establishing learning models with technology to support students learning in a rich environment.

However I emphasise that good teaching and good learning are more dependent on relationships built between students and teachers, with positive reinforcement from home. This is the environment that fosters confidence in ability and clarity of purpose.

We look forward to another productive year in 2009 and to the continued good outcomes for our young people as they move through their education for life.

I cannot finish this report without declaring the excellent support school councillors give to the college. We have three members retiring Leanne Blake, Karen Phillips and Dale Atkinson, parent members. Leanne has been keen to serve the college since her daughter began in 2007 and she came to council in 2008. Leanne has been a solid contributor and brought her experience of School councils from Lilydale West primary where she also involved herself. Karen Phillips has been on council for two terms and in the last twelve months as college Vice president. She deputised often and with flair and notably was hostess to our international visitors for Ohta Daiichi High School in 2008. We thank both Leanne and Karen for their keen sense of civic duty and willingness to be there for the college. Finally we farewell Dale Atkinson, Past President of college Council, has given the College Community. As you read his report you can understand his commitment and involvement with the college over the last 4 years. He has been an invaluable support to me as principal and has guided the council decision making process expertly. Beyond this Dale has been a wonderful ambassador for the college in his meeting with our sister school, Ohta Daiichi, in Ibaraki Prefecture Japan, and on several occasions within industry and at regional education meetings.

On behalf of the college community, thanks to Dale and to Dale's family for supporting his decision to be an active part of College life.

Greg Hancock
Principal

Student Progress & Achievements

Student Learning

Goals and Targets for Student Learning

Our curriculum goal of the College Strategic Plan 2007-2010 is:

- “to improve learning outcomes across the College with a particular focus on Years 7 to 10.”

The targets for 2008 were set in the 2008 Annual Implementation Plan based on the Strategic Plan.

For English, the target was to have 90% of students at Year 8 and 75% of students at Year 10 assessed by teachers as, at or above the expected Victorian Essential Learning Standards for Reading and Writing.

As shown in Figures SLRead, and SLR Writing, this was almost achieved with Year 8 at 83 % assessed as, at or above the expected level in reading and 86% in writing. This is slightly above the state mean. For Year 10 the target was more than achieved with 85% of students assessed as at or above the expected level in reading and 78% in writing, the latter being a significant improvement on 2007.

Reading

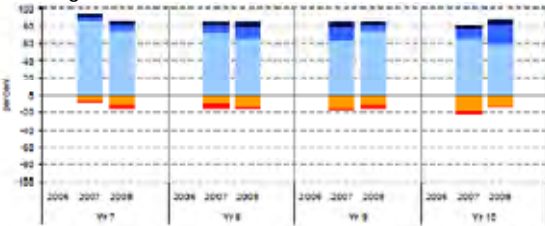


Fig SLRead

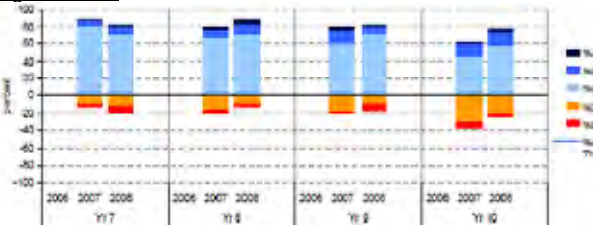


Fig SLR Writing

For Maths the target in 2008 was: 75% of students at Years 8 and 10 assessed as, at or above the VEL Standards for Structure and Measurement, Chance and Data.

As shown in FIG SLMath, this is clearly met for both Years 8 and 10 and in fact is met for Years 7 to 10 in Measurements Chance and Data. There was however a decline from the previous year. This is being addressed with numeracy assistance to students who fall below the expected level.

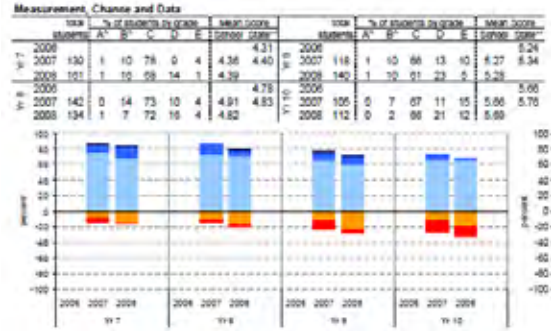


FIG SLMath

The target was also reached for Structure at Years 7 to 9 with Year 10 falling short of the target. (FIG SLMath2)

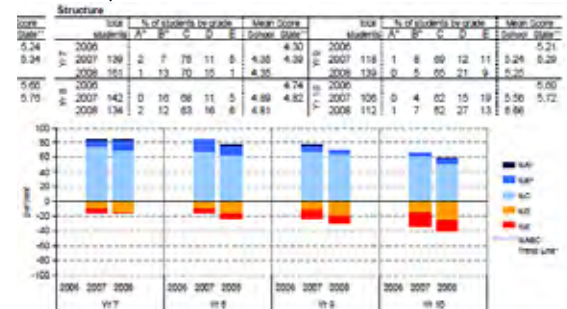
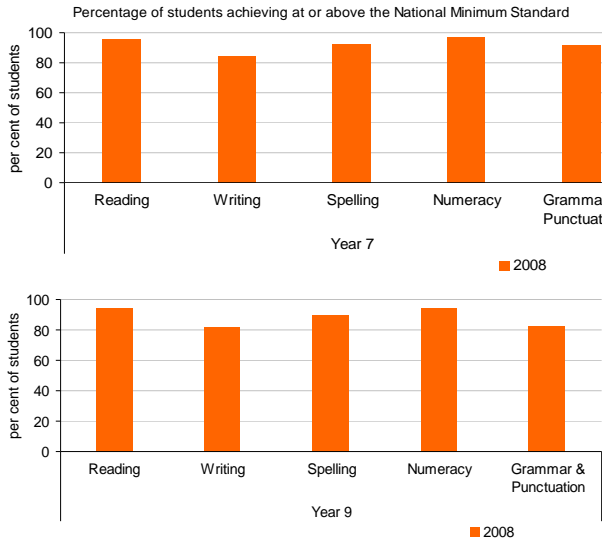


Fig SLMath2

The percentage achieving at or above the expected level in the snapshot NAPLAN Test it is higher than in the teacher judgments, there is consistency in the Years 7 and 9 outcome for Reading writing and spelling and from Year 7 to Year 9 in Maths, there is an apparent difference in year 7 and year 9 standards in Grammar and Punctuation.

To understand the NAPLAN results and the relevance for children's learning we have undertaken extensive professional learning and will work in teams to share and understand the data with teachers.

Percentage of students achieving at or above the expected Minimum standard



It is gratifying to note that over 95% of students in Year 7 are operating above the national benchmarks for reading and numeracy in 2008 and that 80% are achieving at or above the national benchmarks in writing.

VCE/VET Median Study Score

As with the Years 7 to 10 the Goal of the Annual Implementation Plan was to improve student learning outcomes.

The targets for 2008 were as follows

VCE:

- Increase the 'all study' mean VCE study score to at or above 28.0.

VET in VCE

- Increase the mean study score for all VET subjects to 30 or higher.

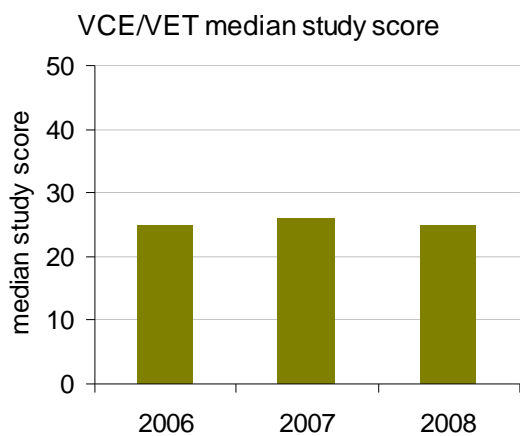


Figure SL4

Figure SL4 indicates that our median study score for VCE and VET studies combined remains in the

mid 20s over 3 years. Our 2008 target was to raise this to 28 with the three year target to improve the median score to above 30. This was not achieved. Strategies such as teacher and student mentoring and increased focus on exam preparation assisted have been implemented post 2008.

Each of the teachers of the VCE studies has reviewed their 2008 study and individual student's scores and has determined strategies to address the learning needs of their classes.

Satisfactory Completion Rates

The Goal for Student Learning applied here with targets to have 100% completion in each of VCAL VET and VCE

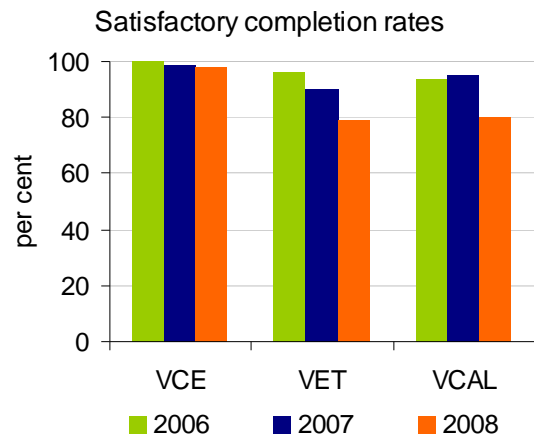


Figure SL5

While all completion rates remained high for 2008 there is a significant difference for VCAL. This is partly explained by the fact that students left to take up apprenticeships in 2008 rather than complete the certificate. Because it is a small group in total, one exit makes a large percentage impact.

VCE completion rate was highest at 98% of eligible students succeeding in attaining their VCE.

In VET the 89% completion is sound as there are non Year 12 students in this set who will complete the intended course in 2009, providing a clearer picture of overall success

In VCAL 80% of students completed their course. With the relatively small number of students undertaking VCAL two students represents the 10% that did not complete the course.

Overall these high completion rates indicate that the students' pathways offered and selected have clearly been appropriate choices by and for students' needs.

With strategies and targets in place in our Annual Implementation Plan and our Four-Year Strategic Plan, we believe we can and will make the necessary improvements in student learning outcomes.

Our Key Improvement Strategies are focused on improving student expectations, enhancing teacher professional practice, improving the student/teacher learning relationship and building effective pathways for students.

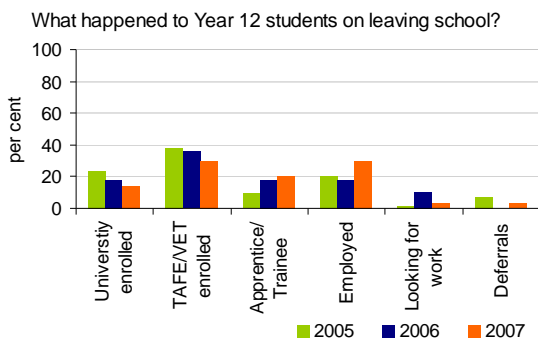
Reporting on Program for Students with Disabilities (PSD) Students – All students in the Program for Students with Disabilities at Lilydale Heights are judged on the standards with the rest of the students as disabilities are physical or only mild intellectual impairment. Therefore no separate report is required here.

Student Pathways and Transitions

The Strategic Goal for the Four Year Plan and the 2008 Annual Implementation Plan was:

- * to provide optimum pathways and transitions through the College and beyond;
- * to improve the connectedness of students and their motivation to learn, particularly in the Years 7 to 10.

Student Destination Data



This data is one year behind the rest of the data and reflects 2007 as its end measurement point. Student destination data assists in evaluating pathways taken by students. This information is obviously closely tied to the talents of the students but also reflects the opportunities afforded to them by the College.

Although the data in the report is incomplete for the year 2008, it can be reported that we had a strong representation from Year 12 into further education and training with a high percentage of students who applied for University and TAFE places gaining offers in their first choice. In 2007 TAFE enrolments were the strongest Tertiary sector

Anecdotally some students deferred to have a Gap year and others re-evaluated their options based on factors such as affordability of courses and still others were offered other training opportunities that they preferred.

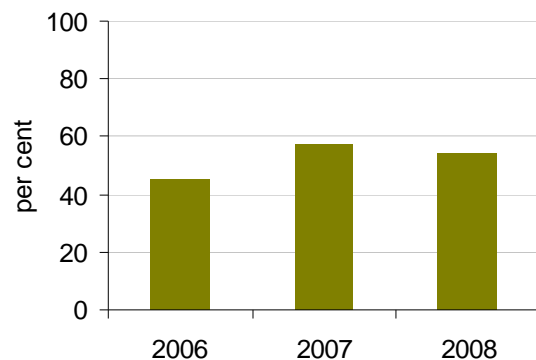
Retention Rate between Years 7 & 12

Retention is likewise a measure of connectedness to school. Students will remain if they can derive a purpose and if they hold aspirations for future. Of course also reflected in this measure is the relatively high "migration" of families in and out of the Yarra Valley and environs.

2007 was a marked improvement over previous years, with real retention from Years 7 to 12 approaching 60% after remaining around 40% for some years.

2008 saw a slight decline but remained well above 50%.

Retention rate between years 7 & 12



Targets Achieved

The main targets of increasing real and apparent retention by 15% in 2008 has been substantially achieved and the further target of maintaining or increasing Year 7 enrolments was also achieved with the Year 7 enrolments steady at around 150 students.

Transitions and Programs

Programs and initiatives such as Vocation Education and Training (VET), Victorian Applied Learning Certificate (VCAL), Vertical Curriculum Year 9 and 10 and the Year 7 and 8 Essential Learning Framework (ELF) courses all contribute to increased engagement at several levels and the creation of pathways that students and their families perceive as worthwhile. The future direction is underway with a total rewriting of curriculum in years 9 and 10 and a new structure for introduction in 2009

Youth Commitment

Perhaps the key initiative to emerge in 2007 and continue in 2008 that refocussed our endeavours to engage young people and keep them at school and in training was the Youth Commitment initiative. Linking this with the already strong mentoring and monitoring through the Managed Individual Pathways Program (MIPS) for all students 15 and over, the Transition Team has kept close watch on the goals and aspirations of students and been able to guide, direct and redirect according to the changing preferences and choices made by students. This Youth Commitment and MIPS programs are assisting in reshaping middle school, Years 9 and 10 curriculums to best serve VCE, VCAL, VET and like pathways by providing information on student needs and directions.

Student Engagement and Wellbeing

The Goal of the Strategic Plan and the intent of the Annual Implementation Plan for Student Engagement and Wellbeing were:

"To improve the connectedness of students and their motivation to learn particularly in the Years 7 to 10"

Student attendance is one indicator of how well the school engages and maintains the interest of students in learning. It is clear that schools serve many purposes other than "the learning of subjects". It is also a place for learning to socialise and live and work as part of a community.

Lilydale Heights has a philosophy of support for students of all types and demeanours. We are an inclusive school.

Our target for attendance in the Strategic Plan is

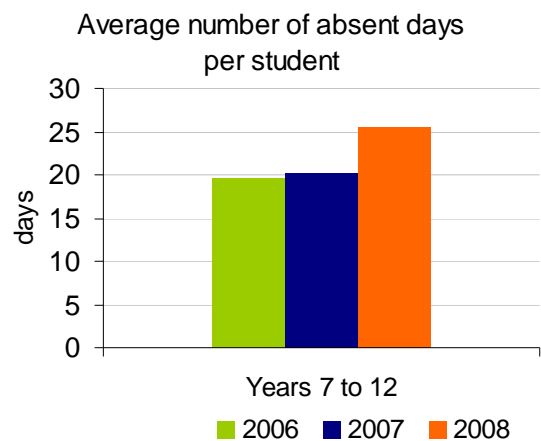
1. Attendance

- To achieve an average of 92% attendance across Years 7 to 10
- To achieve an average of 95% attendance across Years 11 & 12

These are extremely ambitious targets we did not meet but they reflect our strong belief that to learn and grow constantly and to achieve full potential each student must be a part of the learning and

social fabric. In simple words, they must attend very regularly. It is NOT OK to be away.

The absence rates rose marginally in 2007 and again in 2008. The 2008 rise is clearly an outcome of electronic roll marking every student every period of every day and reflects increased knowledge of attendance. Some problems with data transfer that created higher apparent absences by counting lateness as a half or full day absence despite records showing students attending, have also caused us to review the way data is transferred for 2009



Years 11 and 12 minimum mandatory attendance to gain a successful outcome in senior school has been increased from 80% to 90% attendance at all scheduled classes.

A second set of targets used the Student Attitudes to School Survey to measure Students' school connectedness –

3. Student Attitudes to School

Over four years:

- to improve student connectedness to school measure by at least 10% across Years 7 to 12
- to improve student connectedness to peers measure by at least 10% across Years 7 to 12
- to improve teacher empathy measure by at least 10% across Years 7 to 12
- to improve student motivation measure by at least 10% across Years 7 to 12
- to improve student learning confidence measure by at least 10% across Years 7 to 12

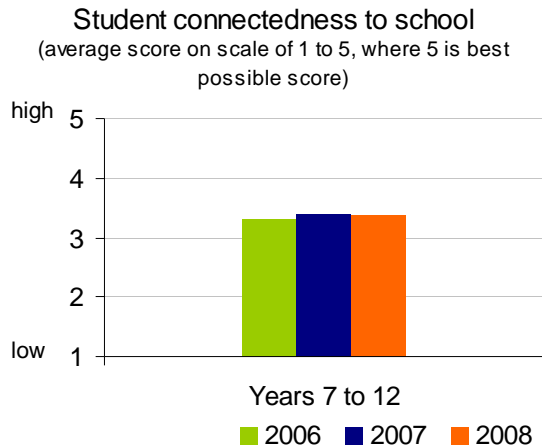


Figure SCC

Figure SCC indicates a degree of improvement over three years. This student connectedness is in the median range. Again the work being carried out on curriculum structure, pathways and goal setting are important in focusing our attention to encourage the important student aspirations to attend and to achieve at school.

Student leadership, sport, drama, music, clubs and societies are all important co-curricular elements that support the social agenda. The Victorian Essential Learning "domains" of [Interpersonal Development](#), [Personal Learning, Information and Communications Technology](#) and [Thinking Processes](#) are not optional extras for learning but must be incorporated in all "subject based" learning to strengthen the learning potential and encourage passion and relevance in learning.

Personal Learning, for example, includes for the *individual learner*:

Learning strategies, responding to and learning from feedback, appreciating the importance of learning environment and

Managing personal learning includes organisation and goal setting and personal growth.

Understanding, managing, providing for and actively encouraging student engagement and wellbeing is a major driver for the College.

Students are our centre and our purpose and their wellbeing is paramount.

The entire staff – teaching and non-teaching - shares the goal of providing challenging and fulfilling education, in its broadest sense. Our Whole School Approach to Wellbeing is a shared strategy and belief system.

Future Directions

Future Plans 2009 to 2010

The focus for our College over the next three years is improvement in key areas of learning and teaching, teacher effectiveness and on developing strong relationships for learning between students and teachers, the College and its parents and the wider community. As we explore developments in teaching practice, we will be focusing on improved student learning, student engagement and well-being and student pathways.

A group of Lading teacher has undertaken a project to rewrite and redevelop the middle school – years 9 and 10 – program so that studies will be more focussed on student learning needs. In year 9 the proposed curriculum will include motivating learning with independence and team work both emphasized. Year 10 will be a Pathways focus with a reorientation of subjects toward learning in the senior school and account for VCE and VCAL

Focus on teaching & learning and Purposeful teaching

We will continue our focus on teacher professional learning led by the Principal and Leading Teachers. Together they will raise awareness of current trends and practice in learning and teaching and contextualise initiatives through the government educational reform agenda.

As Principal it is my endeavour to skill and resource my staff to provide our young people with opportunity to develop and grow. Learn and become citizens of the global community.

Sound buildings and continuously upgraded infrastructure are important but nothing is as important as the relationships that allow and encourage learning and growth.

Paramount on our journey together as a broad community of students, staff, parents and agencies is to nurture the learning relationship and to make a difference.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	935,069
Commonwealth Government Grants	72,385
State Government Grants	-
Other	218,487
Locally Raised Funds	1,108,303
Total Operating Revenue	2,334,244
Expenditure	
Salaries and Allowances	135,047
Bank Charges	3,499
Consumables	157,612
Books and Publications	23,423
Communication Costs	30,533
Furniture and Equipment	233,776
Utilities	73,753
Property Services	396,349
Travel and Subsistence	18,650
Motor Vehicle Expenses	2,091
Administration	36,154
Health and Personal Development	1,925
Professional Development	44,403
Trading and Fundraising	34,147
Support/Service	144,252
Miscellaneous	334,649
Total Operating Expenditure	1,670,264
Net Operating Surplus/- Deficit	663,980
Capital Expenditure	110,977
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	9,660
Official Account	14,889
Other Bank Accounts(listed individually)	51,717
Co-Operative	11,907
Mecu Term Deposit	500,000
Bendigo Bank Term Deposit	425,000
Mecu Term Deposit	425,000
Total Funds Available	1,438,173
Financial Commitments	2008 Actual
School Operating Reserve	235,188
Co-operative Bank Account	30,000
Assets or Equipment Replacement < 12 months	21,980
Revenue Received in Advance	50,000
Building/Grounds including SMS < 12 months	185,000
Region /Clusters Funds/School Based Programs < 12 months	20,000
Provision Accounts < 12 months	2,000
Repayable to DEECD	300,000
Other Recurrent Expenditure (Accounts Payable)	194,006
Assets or Equipment Replacement > 12 months	200,000
Building/Grounds including SMS > 12 months	200,000
Region /Clusters Funds/School Based Programs > 12 months	

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Greg Hancock via the school email or telephone.