

Lyndale Secondary College
8000

2008 Annual Report to the
School Community



Department of Education and
Early Childhood Development

School Overview

Lyndale Secondary College is one of the state's larger Years 7-12 single-campus educational providers. The population reported at the time of the February census in 2008 was 1202, which included 37 students undertaking a community VCAL (Victorian Certificate of Applied Learning) program. Established in 1961 to serve the North Dandenong area, it is well developed in terms of its educational, sporting and cultural resources. Lyndale is highly regarded within its local community.

The school offers VCE (Victorian Certificate of Education), VET (Vocational Education and Training) and VCAL (Victorian Certificate of Applied Learning), as well as English as a Second Language and Integration support programs.

Approximately 20% of the school population was born outside Australia in over 50 different countries. The proportion of students from the Horn of Africa has increased the cultural diversity of the school over recent years.

Eight hectares of grounds contain extensive outdoor activity areas and all necessary specialist and general classroom accommodation. The college has a well resourced library, hall, student cafeteria, drama centre, careers room, media centre, computer laboratories, stadium, sports pavilion and learning centre. VCE and Technology study wings were constructed in 1994 and the remainder of the college was renovated through a major maintenance program in 1995. The "Graeme Fox Stadium" was opened in 2001. The buildings are in need of reconfiguration as the context of the emerging Victorian Essential Learning Standards (VELS) is not always supported by single room teaching spaces.

Lyndale Secondary College has benefited from its strong association with its feeder Primary Schools. Our involvement in the Dandenong Network of Schools has led to a greater understanding of the issues associated with students making the transition from primary school into the larger secondary school environment.

A comprehensive transition program for incoming Year 7 students has made the change in environment from Primary school to Secondary school a rich and rewarding experience for students from many different backgrounds. Our Integrated Studies course in Year 7 and 8 allows students to work in the same class group for one-third of their weekly program.

Our Strategic Plan will focus on improving outcomes in literacy, numeracy, pathways and providing greater access to ICT resources. The provision of further vocational programs in years 9-12 will enhance the learning potential of more students and complement the VCE and VCAL courses of study.

The acceptance of Lyndale Secondary College by the local community is evidenced by the continuing high levels of enrolment which has seen the school population peak at over 1200 students in recent years. Many students live closer to other secondary schools but choose to attend Lyndale Secondary College because of its proven educational programs.

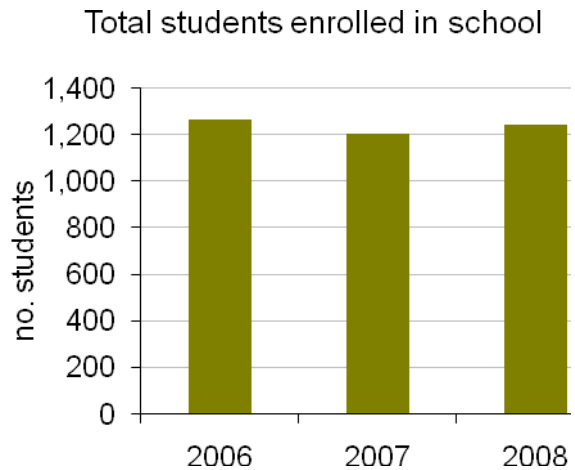
Lyndale Secondary College continues to provide opportunities for the involvement of parents in the education of their children. There are four reporting sessions conducted throughout the year which are supported by formal opportunities for Parent/Teacher meetings at the end of Terms 1 and 3.

103 teaching staff (including part-time teachers) were employed at Lyndale Secondary College during 2008. The total time fraction for these teachers was 91.9. Included in this number were 4.7 of our teachers who were employed at the Monash Medical Centre Adolescent Inpatient Psychiatric Unit.

Student enrolments

The acceptance of Lyndale Secondary College by the local community is evidenced by the continuing high levels of enrolment which has seen the school population peak at over 1200 students in recent years. Many students live closer to other secondary schools but choose to attend Lyndale Secondary College because of its proven education programs. The school population has been maintained at over 1000 students for the past 20 years and more than its long term enrolment prediction of 800 for forty years.

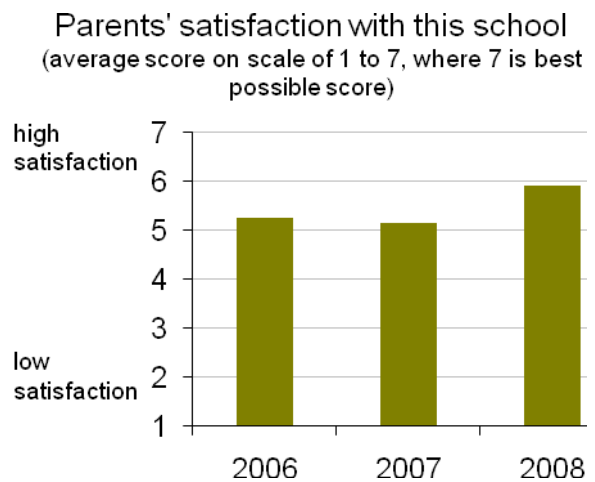
The anticipated enrolment for 2009 is 1274 which includes 35 students undertaking the community VCAL program.



Parent Satisfaction

A Parent opinion survey is conducted each year and the results for the general "Parents' Satisfaction" variable are shown in the chart. This is a measure of the extent that parents agree with the statement that: "Overall, I am satisfied with the education my child receives from their school." The average score for parent satisfaction with this school is 5.92 on a scale from 1 to 7, where 7 is the best possible score.

Despite the low number of responses to the random selection of parents chosen for the survey, all measures showed an increase over the previous years. Of note is the fact that all aspects of the survey were rated above the mean of all state secondary schools.



The consistently high enrolment figures indicate that families generally have a positive perception of the school.

Teacher Satisfaction

The average score for teacher satisfaction using the school morale variable from the 2008 school level report was 47.6 on a scale from 0 to 100 where 100 is the best possible score. 88 of the school staff completed the survey.

Although the score is well below the state median score, there has been an improvement in the score from 2006 and 2007. The Learning Environment is still a major concern for staff, but there has been a significant improvement in the Professional Growth and Appraisal and Recognition variables. School scores improved in 17 of the 20 variables from 2006.

Teacher Absence

The average number of days absent per teacher was 12.32 days during 2008, which is significantly higher than the state median of 8.08. However, there were a number of teachers with ailments that required lengthy absences from school.

Teacher Retention

Of the 112 teaching service staff at Lyndale Secondary College at June 2007 (including those on leave without pay), 96 (or 86%) were still at the school at June 2008. This figure across all Government schools was 84%.

Of the 92 ongoing teaching service staff at June 2007 (including those on leave without pay), 82 or 89% were still at the school at June 2008. This figure across all Government schools was 88%.

The school is on a par with all other Government schools and enjoys the inclusion of a healthy number of new staff, whether they are graduate or more experienced teachers. With a high proportion of experienced teachers on staff, there will inevitably be some retirements each year.

Teacher participation in professional learning

All teaching staff have access to professional learning throughout the year, such as the Teacher Professional Leave program, Australian Government Quality Teacher program and the Induction / Mentoring program for Beginning teachers.

Teachers participated in whole school professional learning activities in relation to the school's Performance and Development process, strategies and approaches for teaching in 4 by 72 minute periods per day (as introduced in 2008), ICT (minimum of 6 hours), Peer Coaching training and all Key Learning Area conferences.

Teachers had the opportunity to participate in both internal and external professional learning experiences and included a professional learning goal in their Personal Performance plans for the year. The school was successful in attaining accreditation of its Performance and Development Culture during 2008.

The Staff Opinion variables of Appraisal and Recognition and Professional Growth have improved significantly over the last two years.

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.

Principal's Report

Student outcomes for Year 12 generally compared well with Like School Groups, with 98 percent of VCE students gaining entry into University or TAFE courses. The highest ENTER score achieved was 98.05 and two VCE students received perfect scores in Literature and French.

The College continues to implement the Strategic Plan that will provide the focus and direction of the school for the next three years. The major target areas are to improve English and Mathematics outcomes from Years 7-12, maintain the outstanding outcomes for Year 12 students and improve a variable in each of the staff, student and parent opinion surveys.

The College Literacy and Language Support Programs continued to focus on junior students and in particular Year 7, with each student being assessed for reading and spelling. This provided their teachers with valuable information regarding teaching strategies in the classroom. Some Maths support was provided in Years 7-10, but both literacy and numeracy provision will be reviewed in order to build on the previous programs. Some structural proposals in English and Maths will be implemented in 2008 as a starting point.

The Student Leadership program involving the College Captains, House Captains, Sport Captains, Arts Captains, Environment Captains and SRC members was consolidated with students being involved in a state-wide Student Leadership conference. A teacher had a position of responsibility as the Student Leadership Coordinator which involved mentoring and leadership training for the elected students.

Sport continues to play an important role in the ethos of the college in supporting healthy, active students. The college had many successes in a variety of sports but recognition must be made of the Junior Boys' Baseball Team that defeated schools in all sectors to become the State Champions. In providing a diverse curriculum and a broad co-curricular program, the Arts play a significant role in this provision. An Arts Exhibition, Star Search Performance evening and the College Production involve a huge cross-section of students from all year levels.

Furthermore the College continues its working relationship with the Victorian Arabic Social Services which has a branch in Dandenong. This year the partnership provided a curriculum program for some Year 9 students that dealt with the issue of racism.

After extensive research and investigation involving 14 other schools, the college changed its daily structure for 2008, from 6 by 48 minute periods to 4 by 72 minute periods. This structure allows for more in-depth work in class, less movement between classes and a reduction of classes in the afternoon. Staffing was increased in the areas of Mathematics/Numeracy support and the teaching of ESL (English as a Second Language).

In relation to Facilities, there was a significant expenditure on ICT resources including 4 interactive whiteboards and data projectors, 2 portable laptop trolleys with 12 computers on each trolley and the establishment of an additional computer classroom. The college was invited into Stage 1 of the Education Department's Building Futures program to rebuild the LTC rooms and senior wing. The college gained Federal funding for 290 computers in addition to the 250 we already have throughout the school. With this funding we will also upgrade the computer servers, switches and wireless infrastructure before the start of the 2009 school year.

Lyndale Secondary College is an accredited Tier 2 school offering an International Student Program. This program offers International Students the opportunity to learn English and experience the Australian culture. It also provides the opportunity for Lyndale students to learn about another country and culture. The college will focus on students from Vietnam and China.

Russel Davies, Principal

Student Progress & Achievements

Student Learning

Students in Year 7 and 9 were tested in English and Mathematics in the **NAPLAN** (National Assessment Program for Literacy and Numeracy - formerly AIM) tests in May each year.

The performance of students at this school is comparable to schools with similar socio-economic backgrounds. This school has shown a small decline in the socio-economic status of its parent population over the past three years.

Students who undertake English as a Second Language (ESL) are catered for by a combination of small class groups, withdrawal support and multicultural aide assistance. Lyndale Secondary College provides academic support in Literacy Enhancement and Enrichment Mathematics for students who are determined as having difficulties in their relative levels of abilities in these two areas.

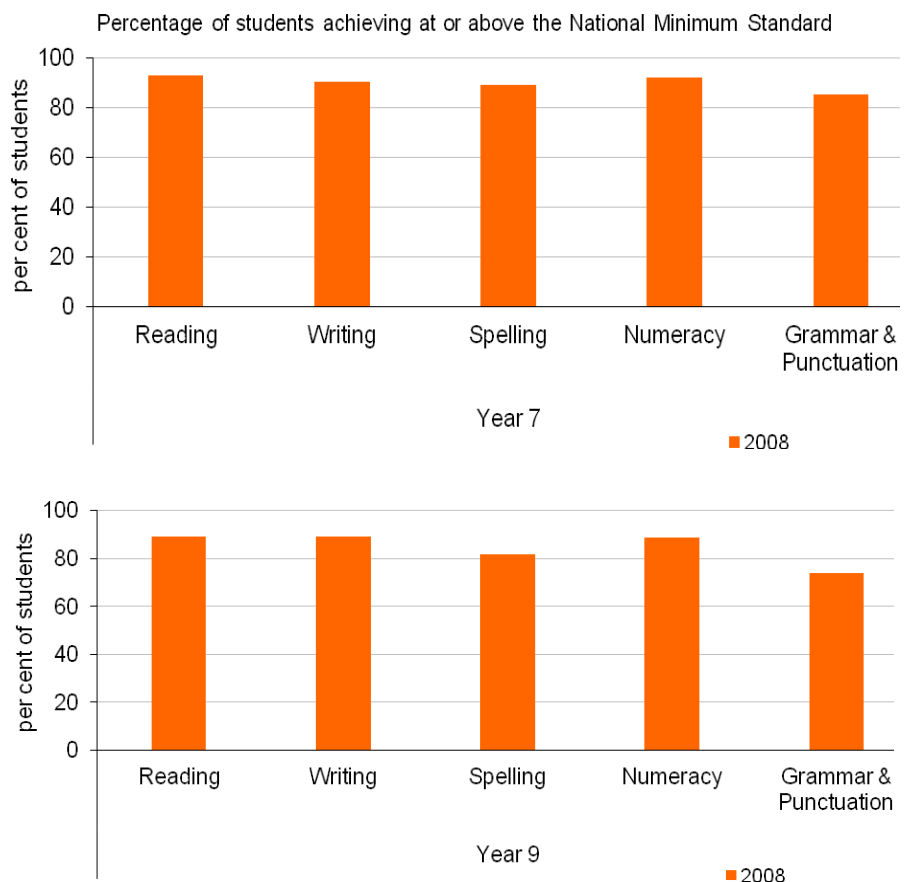
Further assistance is provided to students in Years 7-9 through the Language Support Program on an individual or small group basis.

Percentage of students achieving at or above expected standards

A student at the National Minimum Standard has typically demonstrated the basic elements of Literacy and Numeracy to participate at their year level.

We have increased the time available for support to students who are experiencing difficulties in their Year 7 transition year from Primary School.

About one-third of the class-time of students in Years 7 and 8 is spent with the one teacher in an Integrated Studies program. In addition, all students are tested for spelling, reading and comprehension in the first 4 weeks of their Year 7 studies. Programs are then developed between the Literacy support teacher and the Integrated Studies teacher to focus on the student's area of need.



In the numeracy support program, students are able to be assisted on a one-to-one basis or in small group structures with a designated teacher. The teacher time allocation to numeracy support was increased significantly as a further strategy to improve achievement levels.

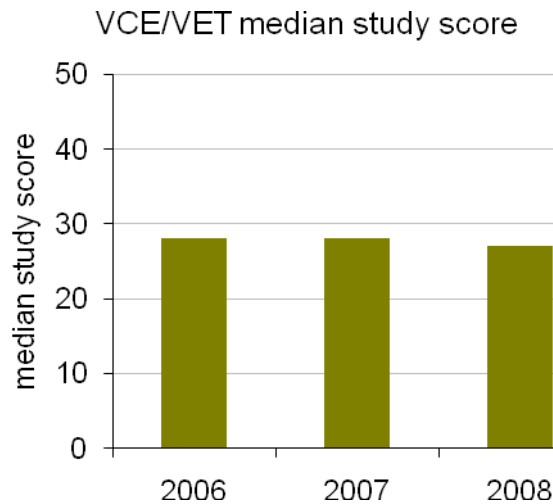
The percentage of students who achieve above the expected standards in Reading and Mathematics varies each year with a differing population group.

VCE/VET median study score

The mean study score for all VCE subjects undertaken in 2008 by students at Lyndale Secondary College was 27.5.

VCE/VET students at Lyndale Secondary College consistently achieve a higher median study score for all studies within Lyndale’s VCE program, than schools with similar socio-economic backgrounds to which they are compared.

Lyndale Secondary College continues to provide quality outcomes for students beyond the compulsory years of schooling. VCE completion rates are among the highest in the Dandenong area. Although there is variation in the satisfactory completion rate in any three year cycle, it is important to note that students who did not complete their final year of schooling were able to successfully access training and employment programs. Although a small number of students may not have successfully completed their VCE over the normal two-year period, these students have been offered post-secondary places at TAFE thereby ensuring a continuing pathway through the education and training system.



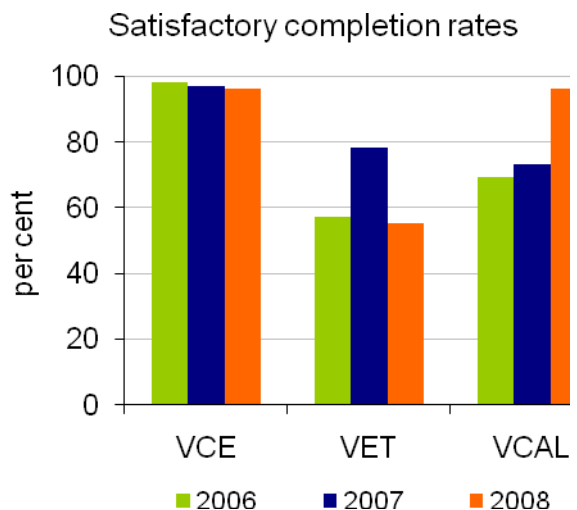
At the end of 2008 all students in Year 12 VCE and VCAL were placed in University courses, Tertiary courses or full employment. A small number of students who exited the school before the end of the year were also placed in further education or apprenticeship training.

The opportunities for students to participate in Vocation Education and Training (VET) programs provides a pathway for students who wish to pursue their studies in applied and technical areas. Many students complete two-year advanced diploma studies at TAFE and continue with University level studies to formalise their professional level qualifications to the Masters and, sometimes, PhD degree standard.

Satisfactory completion rates - VCE

The VCE completion rates continue to be amongst the highest in our district with over 96% of students satisfactorily completing their VCE program. However, 100% students have achieved a satisfactory outcome of an offer at University, TAFE or employment.

The ‘On-track’ survey of students conducted in April/May each year shows that a significant percentage of Lyndale students took up the option of University studies.



The chart shown above amalgamates the completion rates for 'local' Lyndale students and those involved in the Community VCAL program sponsored by Lyndale Secondary College. VCAL students also undertake VET studies. Full time Lyndale students achieved a 96.8% completion rate for their studies during 2007. The community VCAL students achieved a 46.7% completion rate reflecting the many difficulties facing students who have had an interruption to their schooling. This should also be seen as a successful outcome for this latter group who would otherwise not have been engaged in any form of education or training.

Students undertaking VET studies (including Community VCAL participants) satisfactorily completed 69% of their Certificate II courses in 2008.

The percentage of students in years 10-12 undertaking VET units is lower than the state-wide value but has increased over the last three years.

As the VCAL program becomes more popular, a wider range of students are attempting these courses. Our VCAL program has increased in size over recent years (reflecting also the incorporation of students in the Community VCAL program). This community program is run in conjunction with LINK Employment and Training and the City of Greater Dandenong. It provides an opportunity to engage a number of students who have not been able to 'fit into' mainstream education over a number of years and who would otherwise have been at risk of not completing any post-compulsory studies.

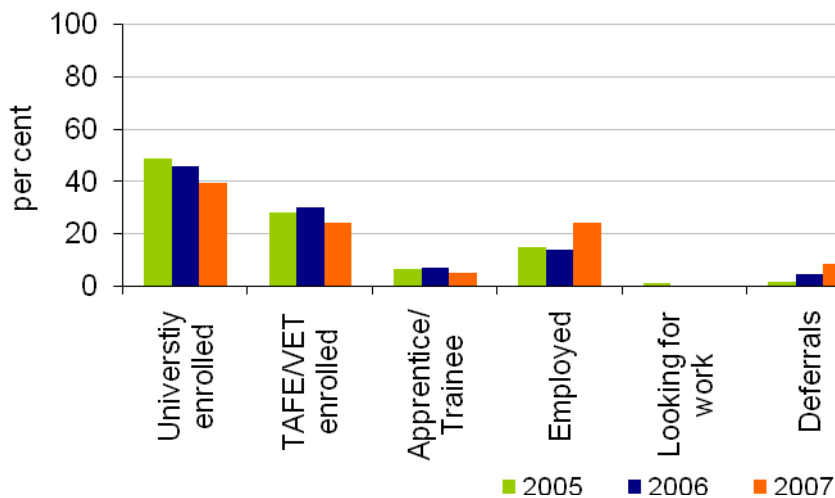
Overall VCAL completion rate for 2008 was 96.1% compared to a state value of 75.8%.

Student Pathways and Transitions

Student destination data for 2007 (data for 2008 is not available until the August census)

Exit Destination	Year 10	Year 11	Year 12 (before completing the year)	Completed Year 12
Continuing education and training				
Government School	10	4		1
Non-Government School	2			1
University		1		50
Other Training Provider School (non Victorian)				
TAFE/RTO/ACE	9	17	8	93
Apprenticeship/Traineeship		3		
Home Education	1			
Private Registered Training Organisation				
Adult and Community Education Organisation				
Subtotal	22	25	8	145
Not continuing education and training				
Employed (part time)				1
Employed (full time)	1	1	5	4
Unemployed (seeking work)	2	2	1	1
Unemployed (not seeking work)				
Subtotal	3	3	6	6
Unknown	7	1		2
TOTAL	32	29	14	153
Total February enrolment	202	171	164	164

What happened to Year 12 students on leaving school?



The data above indicates that 69% of year 10 students and 86% of year 11 students who left school during the year, transferred to other schools or enrolled in a TAFE or Adult Education course. Generally students who leave at these year levels have a direction as to their future schooling or training and all are given extensive counselling and guidance from the MIPs staff at the college.

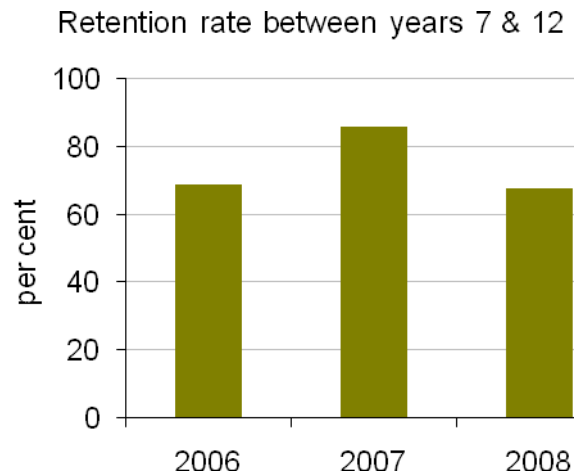
Students at Lyndale Secondary College who persist with their studies to the end of their Year 12 have very successful outcomes. The efforts of the MIPs/Careers Coordinator and the Senior Studies team ensure that students are well prepared for their qualification for tertiary studies. The higher cost of tertiary education has seen the percentage of students choosing a university course decline, despite the quality of their ENTER scores. For some students in their senior years, the choice of paid employment is a considered decision which the school strongly supports.

98.6% of students completing Year 12 in 2008 were offered places at University, TAFE or other educational providers. Ultimately, according to the 'On Track' survey conducted in April/May each year, 68% of those students began their courses, while 8% deferred and 24% obtained full-time employment. These destination outcomes are excellent and are testament to the schooling and the careers and pathways support that is provided to the students from Years 9-12.

Retention rate between Years 7 & 12

The 'Apparent' retention rate was 67.6% (compared with a State mean of 77.5%).

The apparent retention rate measures the number of students who enter the school in Year 7 and is compared to the number of students who completed their Year 12 studies at the school. As the Dandenong area is one of high mobility, the number of students completing their education in other schools is significant and has a significant impact on the retention rate.



In addition, the Select Entry Accelerated Learning Program provides a potential pathway into selective secondary schools. The MIP (Managed Individual Pathway) program managed by our Careers Coordinator ensures that all post-compulsory students (Years 10-12) have a career plan while they are at Lyndale Secondary College and are tracked on exit from Lyndale. Students from lower year levels who are considered at risk of not completing a full school program are also counselled and an individual plan is prepared.

In 2008, the College enhanced the Vocational Education program for students entering Year 10 who were at risk of not fully engaging in mainstream educational programs. These Year 10 students were also enrolled in three TAFE modules in Engineering, Automotive and Electronics thereby further enhancing their pathway options. The attendance and engagement of these students improved markedly during 2008 and has led to a higher retention of students into year 11 and 12 VCAL studies in particular. The retention from Year 10 to 11 was 89.9% and retention from Year 11 to 12 was 98.2%.

Student Engagement and Wellbeing

Average number of absent days per student

Student absenteeism is a continuing problem especially in years 8 and 9. The average number of day's absence was 23.1 days in year 8 and 25.6 days in year 9. The data indicates that the student absences increased in all years 7-12 in 2008, with the average absence rate for all Lyndale SC students being 19.1 days compared to the state benchmark of 16.3 days per year.

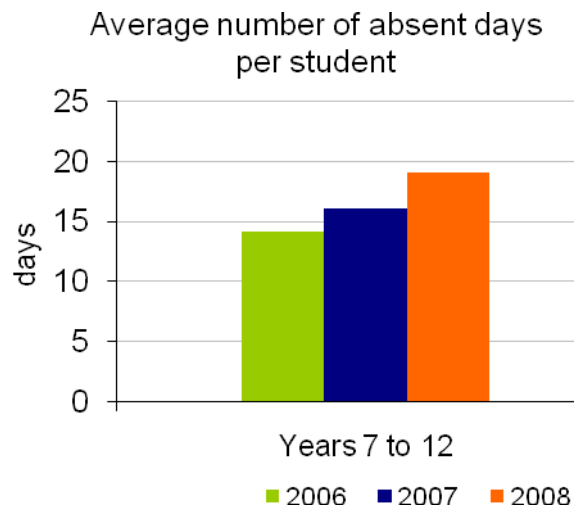
More comprehensive analysis of absence data shows that a relatively small number of students contributed significantly to the extent of absences at these levels.

This data is significantly influenced by students involved in lengthy overseas trips, school refusers, and chronic absentees. As a result, the College continues its working relationship with the Southern Metropolitan Regional office in an attempt to increase the number of contacts with families whose children are missing school. In addition our Year Level Coordinators, Student Wellbeing staff and SSSO's have increased their number of home visits.

Our attempts to engage students in the 'Middle School' (years 9 and 10) have included the introduction of a Vocational Education program in Year 10 which can be a precursor to entrance into the VCAL program. A pilot program was introduced with two year 9 classes with a focus on authentic learning across a number of subject areas.

During 2007 a Leading Teacher 2 Student Wellbeing Coordinator was appointed to further increase the provision of services to students in need and to highlight the commitment the college has to student wellbeing.

Further work needs to be done in the area of same day follow up of absent students and contact with the families to provide support and a united strategy to deal with each child's attendance issues.



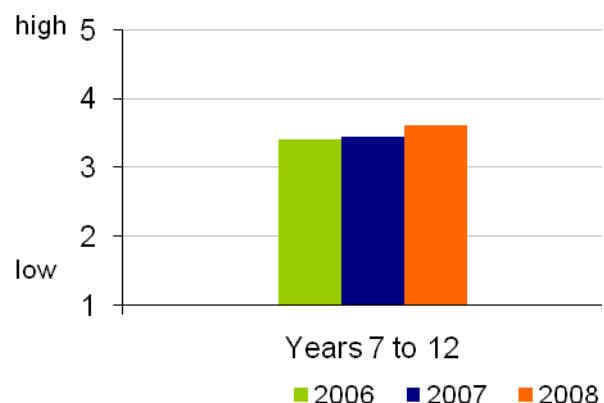
Students' school connectedness

Each year, the school conducts a survey of the Attitudes of Students to school. The 'School connectedness' is measured by the response of students to the statements

- 'I feel good about being a student at this school,
- I like school this year,
- I am happy to be at this school,
- I feel I belong at this school,
- I look forward to going to school'.

The school observed a similar trend to state figures where the degree of school connectedness declined from Year 7 to Year 9. In previous years, this trend reversed as students moved into their senior years.

Student connectedness to school
(average score on scale of 1 to 5, where 5 is best possible score)



An enhanced 'House' system has allowed greater participation by students in events which cut across traditional year level boundaries and is believed to be in some part a reflection of the higher student 'connectedness to school' as indicated by the graph above. Within the school, over the past three years, the school connectedness increased for students in Year 7-9 but decreased in years 10-12. For 2009, the school has rearranged its sub-school structure to include Year 10 students into the senior school and allowed for a larger number of Year 10 students to participate in VCE studies. At all year levels other than Year 9, boys rated their connectedness higher than did girls.

The data from the 2008 Attitudes to School Survey shows that in 10 out of the 11 variables that were measured, overall the school was rated higher than the rest of the state.

The 'Connectedness to Peers' variable which measures the extent to which students feel socially connected and relate to their peers, includes the statements:

- I get on well with other students at my school
- I am liked by others at my school
- I get on really well with most of my classmates
- My friends at school really care about me

shows a continuous improvement over the past three years.

A number of initiatives implemented and refined over recent years have had a positive impact on student engagement and connectedness to the school and their peers. These programs include:

- Year 10 Vocational program
- Year 9 pilot curriculum program
- a House system
- an increase in the number of senior student leadership positions
- an increase in the number of organised lunchtime activities, and
- partnership with the Victorian Arabic Social Services
- membership of the Dandenong Refugee Network

Future Directions

Performance & Development Culture

The College will continue to focus on the development and improvement of the Performance and Development Culture structure implemented in 2006. The establishment of an advisory team to lead the process has assisted the school in gaining accreditation in 2008.

Professional Learning

A range of professional learning opportunities, particularly within the college, will be offered for all staff members to undertake, in order to address the goals and targets of the Annual Implementation Plan and the College's four year Strategic Plan. The professional learning opportunities will also provide a framework for professional interaction and dialogue as a means of informing, sharing, supporting and improving professional practice.

Building Leadership Capacity of Staff

The College submitted three applications for State and Federal funded leadership programs in 2008. Being successful with all applications has meant that 17 staff members will be involved in Leadership and Teacher Professional Leave programs in 2009 and 2010.

Information & Communication Technology

There will be a much greater commitment to ICT provision through a significant increase in both time allocation to the ICT Coordinator and funding for the ICT resources and equipment budget. This will be the start of a four year plan to improve teachers' ICT skills through the provision of in-school professional development and to provide access to the necessary resources for staff to be able to imbed ICT as part of their normal teaching practice.

Student Attendance and Engagement

Ongoing evaluation and development of the Year 10 Vocational Program implemented in 2006 for students at risk of not continuing at school or being disengaged in the mainstream.

Implementation of a two sub-school structure to include Year 10 students in the senior school

Investigate the development of a curriculum framework at year 9 that specifically relates to the issues of student engagement, motivation, attitude and attendance.

The employment of a Secondary Teacher Assistant to improve the contact and follow up with families in relation to attendance.

Literacy and Numeracy Focus

Implementation of new structures in Years 7 and 10 Maths to improve the learning and outcomes of the students in most need.

Provision of more staff time allocation to literacy and numeracy support in the classroom.

Undertake an evaluation of the current programs and development of new aspects that may be implemented throughout the year or in preparation for next year.

Provide separate ESL classes at all year levels and maintain the Language Support Program.

Community Links

Continue to make the college facilities available to community groups involved in basketball, callisthenics, dance and church groups. Include the involvement of groups, such as the aged care, in curriculum programs at various year levels.

VET in Schools

Continue the efforts to investigate the potential to be a school provider for a number of VET studies.

Joint submission with four other schools and Chisholm TAFE for provision of a Trade Training Centre.

International Students Program

Continue to build on the contacts with the international agents from Vietnam and China. Visitations to these countries to meet with parents of students currently at the school are an important part of the program.

Financial Performance

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	1,810,429
Commonwealth Government Grants	300,115
State Government Grants	8,159
Other	134,532
Locally Raised Funds	506,235
Total Operating Revenue	2,759,470
Expenditure	
Salaries and Allowances	181,445
Bank Charges	4,304
Consumables	280,185
Books and Publications	63,013
Communication Costs	61,148
Furniture and Equipment	207,339
Utilities	71,346
Property Services	560,033
Travel and Subsistence	8,925
Motor Vehicle Expenses	11,929
Administration	51,500
Health and Personal Development	4,888
Professional Development	86,798
Trading and Fundraising	181,926
Support/Service	385,858
Miscellaneous	156,818
Total Operating Expenditure	2,317,505
Net Operating Surplus/- Deficit	441,965
Capital Expenditure	228,125
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	369,565
Official Account	19,852
Other Bank Accounts – Co-Op)	3,573
Investment account	146,860
Advance account	6,701
Building Fund	5,731
Term Deposit	400,000
Total Funds Available	952,282
Financial Commitments	
School Operating Reserve	313,597
Co-operative Bank Account	40,041
Assets or Equipment Replacement < 12 months	330,000
Revenue Received in Advance	65,454
Building/Grounds including SMS < 12 months	115,000
Region /Clusters Funds/School Based Programs < 12 months	
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	88,190
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
Total Financial Commitments	952,282

The college was in surplus and the use of the college funds allowed all programs to be implemented and all DEECD requirements to be met.

The college was fully staffed to meet the curriculum and wellbeing programs and to manage the daily running of the college from an administrative perspective.

School Contact Information

Address:	Gladstone Road, Dandenong North, 3195
Principal:	Russel Davies
School Council President:	Stewart Blackburn
Telephone:	9795 2366
Email:	lyndale.sc@edumail.vic.gov.au
Web site:	www.lyndale.vic.edu.au