

2020 Annual Report to The School Community



School Name: Lalor North Secondary College (7986)



- 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 30 April 2021 at 01:54 PM by Vicki Watson (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 30 April 2021 at 09:11 PM by Robyn Bogoevski (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

Lalor North Secondary College (LNSC) is a single campus, Year 7–12, co-educational school with an atmosphere of harmonious cultural diversity. In the school community there are a large number of families who have emigrated from other countries so that there are many different cultural groups represented in the student cohort, a celebrated feature of the school. In 2020 a significant percentage of students had English as an additional language. The school's socio-economic profile is low. The student population in 2020 was 339 (after Census Day). The school has a range of good facilities and is set in a beautifully green environment in Melbourne's Northern Suburbs; this is a gentle nurturing physical environment which lends itself to the wellbeing of all as well as, to the design of specific curriculum opportunities for students across the 6 year levels of secondary schooling.

2020 was the year of 'Information Technology Challenge'. We believe we met the demands of this challenge with an outstanding level of increased competence achieved by staff right across the college. Thanks to the amazing dedication and work of our ICT Manager and ICT Technician, the school was able to achieve connection with students that facilitated both academic learning and wellbeing oversight. Fortunately we already had a strong ICT laptop student access program in place prior to 2020. This meant that, together with the Department of Education's systems, policies and extra practical supports, we were able to insure that all students were able to continue to learn effectively from home. Teaching and support staff adapted quickly to the requirements to an approach to online learning over a sustained period such as Victorian schools had not ever previously experienced. As the college moves forward the enhanced flexibility and skills achieved by all, it is anticipated, will lead only to a richer and more contemporary minded approach to the delivery of learning; despite the many challenges of Covid, we believe we have gained strength as a learning community. We remain focused upon our vision of being a 'Future-focused place of learning'.

In 2020 the college consolidated its new vision which embraces a 'future-focused inquiry approach to learning and student human development'. Teachers and staff have adopted evidence-based research theory to develop our approach to 'learning & teaching' across the college; 'Deep Learning' (Michael Fullan) and 'Future-focused Learning' (Lee Watanabe-Crocket). We are looking to a world beyond 'the now' and seeking to understand research evidence relating to the most effective learning & teaching practice. In doing so, the goal is to establish a contemporary and robust approach to excellence in teacher professional capacity and practice across Lalor North Secondary College.

The school organises its Years 7–10 programs around the Victorian Curriculum Standards and offers both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) to students in Years 11 and 12. Students in both senior streams have access to a wide range of Vocational Education and Training (VET) programs. Lalor North Secondary College offers VET Music to many of its own students as well as, to students who come into the program from surrounding schools. The 'Musical Futures Program' continues to build community partnerships and deepen collaboration between music colleagues across the region. The music program radiates into surrounding primary schools with students rehearsing and recording throughout the year. The program culminates in an end of year showcase of student musical talents known in the broader community as, 'The Big Night Out'. Unfortunately, in 2020 this event was not able to take place due to the Covid pandemic.

Students have multiple opportunities to engage in leadership roles within such programs as; School and House Leaders, cross-age tutoring programs, peer support, 'Tomorrow's Leaders', information technology support, music leaders and many other. Lalor North Secondary College offers a range of camping opportunities such as; year level camps for Year 7 and Year 8 and subject-specific camps for Year 9 and Year 10.

In 2020 college staff consisted of approximately 27.02 Equivalent Full Time (EFT) teaching staff, including two Principal Class Officers, two Leading Teachers (Acting AP) and Literacy and numeracy. Several teachers have taken on leadership roles in an acting capacity. There are 16.96 EFT Education Support (ES) staff who perform a range of roles such as administration, laboratory support, PSD (Program for Students with Disability) classroom support, Information Technology and Food Technology support.

Lalor North Secondary College is a school that supports significant disadvantage amongst the community it serves. It is an increasingly focused educational site that puts students and families as its highest priority. LNSC has experienced many positive outcomes in 2020 and the school community is proud of its achievements. Going forward, the aim is to continue to build the strength of student outcomes and staff professional capability. The intention is that through collaboration and good communication with its community, the school grows from strength to strength.

Framework for Improving Student Outcomes (FISO)

Following our last School Review in 2017, specific strategic goals were decided upon for inclusion in the 'Lalor North Secondary College 2018 - 2021 Strategic Plan'. The key improvement strategies nominated for action in 2020 were based upon the collection and analysis of whole-school data throughout 2019. We are now heading towards the end of the '2018 - 2021 Strategic Plan', we are in our final year of achieving those four-year goals. We are looking forward to the opportunity to reflect with our community and together, collaborate in our 'School Review' in Term 4 of 2021. Together with our nominated critical friends, we will develop a new 'Strategic Plan 2022 - 2025' that enables us to continue our improvement journey. Hopefully, it will support us in embedding the vision of our college as one focused upon 'Future-focused Learning through Inquiry' and the nurturing of students who are equipped for their future and confident in their capabilities as active participants in the world.

The FISO improvement initiatives selected for 2020 were:

1. FISO Building Leadership Teams: Goal:1: To develop a community of learners, where staff, parents and students are committed to the school's vision and values, working collaboratively towards achieving them.
2. FISO Curriculum Planning & Assessment: Goal:2: To maximize the learning growth of every student across the school.
3. FISO Setting Expectations & Promoting Inclusion: Goal:3: To develop a positive teaching and learning culture with high expectations so that learning will flourish.

The key improvement strategies for each goal in 2020 were:

Goal 1

- KIS 1: Building Leadership Teams: Generate a comprehensive professional learning strategy focussed on the improvement of learning and teaching.
- KIS 2: Instructional and shared leadership: Build leadership capabilities and identify succession planning.
- KIS 3: Parents & carers as partners: Grow parent engagement in the school community.

Goal 2

- KIS 1: Curriculum planning and assessment: Collaboratively build and deliver a documented curriculum and pedagogy that caters for and challenges, each individual student.
- KIS 2: Building practice excellence: Build Teacher capacity to foster intellectual engagement.
- KIS 3: Curriculum Planning and Assessment: Build Teacher Capacity to use data to inform curriculum planning and classroom teaching practice.

Goal 3

- KIS 1: Setting expectations and promoting inclusion: Collaboratively implement our college pedagogical platform which encompasses inquiry through 'Deep Learning' (Michael Fullan) & 'Future-focused Learning' (Lee Watanabe-Crockett) to further build teacher capacity.
- KIS 2: Setting expectations and promoting inclusion: Continue to develop a culture of high expectations where learning & teaching is informed by regular and intentional feedback between students and teachers.
- KIS 3: Setting expectations and promoting inclusion: Enhance the safe and secure learning environment fostering inclusiveness in the school community.
- KIS: 4: Empowering students and building school pride: Increase student voice and agency in their learning.

Despite the challenges of the Covid Pandemic, 2020 still presented the opportunity to implement strategies that would achieve improvement in the above main focus areas. The aim was to continue to generate enhanced outcomes through the practical delivery of learning and teaching. Student connection was maintained throughout Covid via ICT's, continued curriculum planning and supported home learning environments. Roles were adjusted, resources were allocated with careful consideration of the school's stressed financial circumstances and the now changing school cultural climate.

In 2020 much was achieved through the focused collaborative work of identified teams (the now established 'Professional Learning Communities' and an expanded 'Wellbeing Support and Engagement Team'). Throughout the year we were able to 'weave and flex' to accommodate the various stages and demands of life under Covid for both schools and families. We are very proud of the fact that the school and students have remained focused on ongoing learning improvement, maintaining everyone's wellbeing and connectedness in a year like no other.

Achievement

A COVID-19 impacted year and the use of technology

Extended periods of remote learning required changes to both curriculum design and delivery. Our school ICT department was instrumental in ensuring students were able to remain connected and staff had the necessary skills to deliver curriculum remotely. All our PSD students were provided access to Educational Support Staff during remote learning. This support was also extended to other students who found it difficult to cope with the on-line learning environment. In the first lockdown period many of these students were supported at school. Adjustments were made to learning programs of individual students experiencing difficulties. A variation was also made to the timetable with the usual length of classes being shortened by 20 minutes. This was necessary to provide students with adequate time to stretch and have a break from viewing the computer screen.

The online delivery of classes meant that teachers were upskilled in the use of Webex. Many used google classrooms, and google documents to aid collaboration and give feedback to students. Students also had to learn to use Webex as well as becoming more skilled in their use of Compass to submit work and email, to communicate with staff outside of online classes. The College was able to maintain a number of programs outside the normal classroom teaching program. These included information sessions such as VTAC information for year 12 students and parents, and course advice for year 10 students planning a year 11 program for 2021. Year 9 students undertook the 'My careers insight' program including the Morrisby online careers assessment. Year 7 students were also involved in a well-being and engagement program focusing on personal strengths and mindset. This was delivered by Liam Twomey a Paralympian from the AIS.

'Deep Learning through Inquiry'

2020 saw the further building of teacher capacity in line with our vision of 'Deep learning through inquiry'. In February international education consultant, Lee Watanabe Crockett continued his work on 'Future-focused Learning' when he visited the College to conduct a day of professional learning for staff. Key foci for 2020 included unpacking the learning intentions and co-constructing success criteria with students. An emphasis was also placed on thinking through the use of Blooms Taxonomy. Teachers collaboratively worked in PLCs (Professional Learning Communities) were they selected, implemented, and then discussed class activities they had used to connect students to their learning. In term 4, teachers were enrolled in a four week Learning Intentions Masterclass delivered through the Wabisabi Learning Community. Teachers gained theoretical knowledge that was applied in their classroom teaching. Reflection on practice was a key element of this professional learning. Teachers were exposed to the work of others in the community, both throughout Australia and internationally. They were able share their learning and receive feedback. This was particularly valuable for staff who were the only teacher of a specific subject area as they were able to view and comment on the work of other teachers in their teaching area.

Our commitment to exposing our students to inquiry learning was strengthened by the College's continued partnership with the Whittlesea Technical School. All students in Years 7-10 and some senior Science classes participated in either a design challenge or inquiry project. Many of these programs moved to an online space due to extended lockdowns.

Data collection and use Years 7-10

One of the impacts of COVID-19 was the cancellation of NAPLAN. We are therefore unable to evaluate progress made in relation to goals specific to NAPLAN achievement. All students currently in Years 7-10 undertook testing by

Academic Assessment Services. This provided data in the areas of mathematics, reading comprehension, spelling, and written expression as well as general, verbal and non-verbal reasoning. Results from these tests, the Victorian Curriculum F-10 teacher judgements and past NAPLAN results along with comparable engagement data on attendance and GPA before and after remote learning, were used to identify students who had fallen behind. This then informed planning for the Tutor Learning Initiative which would operate in 2021.

VCE/VCAL

In 2020 our Year 12 VCE completion rate improved by 5.7 per cent to 100 per cent of students successfully completing their VCE Certificate. This was above the state level of 97.1 %. Our mean study score for 2020 decreased slightly from 25.46 in 2019 to 24.687 in 2020. This was a decrease of 0.78 per cent. In 2020, 4.3 per cent of VCE students achieved a study score of 37 or more. This exceeded our school goal of 3 per cent of students achieving a study score of 37 or more. Our completion rates for all VCAL units was again above the state average at both Foundation and Intermediate level. We did not have any students enrolled at the Senior Level Certificate in 2020.

Survey data

While none of the 2020 targets set in relation to Learning Confidence, Stimulated Learning and Effective Teaching were met all did show some improvement on 2019.

PSD

The Program for the Students with Disability (PSD) increased in numbers for 2020 with 17 funded students receiving support from teachers and Educations Support staff during the remote learning period as well as when learning onsite. Both students and staff adapted to this style of support really well by utilizing digital devices, phone calls, emails and online conference calls with Microsoft teams, Google classrooms and Webex. The majority of students were able to maintain engagement with their learning throughout this time.

This is an indication of the professional work that the Wellbeing Team, Leadership Team and all teaching staff at the College undertook in supporting our students and the school community especially, throughout the very challenging Covid period in 2020.

Engagement

'Student engagement and wellbeing' was prioritised at LNSC due to the unforeseen challenges imposed on young people from the pandemic. The College focused on refining and improving processes and protocols with a particular focus on further improving the Homegroup and Attendance processes. By refining these processes, we were able to easily identify students who needed immediate support with their learning, and we were able to provide intervention catered to differing needs. Teachers were provided with ongoing professional learning opportunities (internally and externally) to further improve their instructional practice and strategies used to engage students with their learning. A wide range of tools, resources, and ongoing support was made available to all staff to help monitor student attendance and engagement. This had a positive impact on staff capacity as they gained greater confidence in using a broad range of tools that would support them with their teaching, assessments, and reporting. We were strategic to select tools that staff could use while working both on and off-site.

The on-site Homegroup Structure ensured that all students were connected by implementing processes that would allow staff to know each student individually. The remote Homegroup sessions allowed staff to stay connected with their students by regularly ringing home to touch base and ensuring that all students were feeling supported and hence, were feeling connected to their peers, teachers, and the school. The College wanted to ensure that families were feeling connected and could access support easily when required. The refined processes had a positive effect on student-staff relationships and improved our communication processes within our community.

In continuing to support our student's needs, the College organised specialised programs and interventions to cater for all students. The College used external presenters and programs to offer a wide range of additional programs and resources. These were provided online when the College was working remotely. Celebrations of learning and events

occurred regularly and were communicated to the LNSC community. The 'School-Wide Positive Behaviours' framework supported staff to improve student engagement. The 'Attitudes to School Survey' results showed that despite 2020 being the 'year of the pandemic', there was improvement across most areas in relation to previous years. The annual School 'Staff Survey' results showed overall school improvement in school climate. The 5-year trend data showed that staff responses were the most positive they had been over the 5 years despite the challenges encountered throughout the year.

The following areas have been considered to reflect on Student Engagement from the 'Attitudes to School Survey':

SOCIAL ENGAGEMENT

Sense of Connectedness

While the data shows that LNSC student's sense of connectedness to school is lower than that of similar schools by 6%, the 4-year trend analysis shows that there is positive growth. Despite the interruptions due to the pandemic, our 'sense of connectedness' data is the best it has been since 2017.

Student voice and agency

The responses show that we have exceeded similar schools by 5% and the 4-year trend shows that we have improved significantly in this area. Despite the interruptions due to the pandemic, our 'student voice and agency' data is the best it has been since 2017.

Teacher-student relations

Teacher concern

The responses show that we have matched similar schools in this area. Our 4-year trend analysis shows that despite the interruptions due to the pandemic, our data is the best it has been since 2017.

LEARNER CHARACTERISTICS AND DISPOSITION

Attitudes to attendance

The responses show that we have exceeded similar schools by 9%. Our 4-year trend data shows that despite the pandemic, students' attitudes to attendance have been the best it has been over the past 4 consecutive years.

Motivation and interest

The responses show that we have exceeded similar schools by 6%. Our 4-year trend shows that student motivation and interest are similar to previous years.

Self-regulation and goal setting

The responses show that we have exceeded similar schools by 10%. Our 4-year trend shows that despite the pandemic, this has been the best it has been over the past 4 consecutive years.

Sense of confidence

The responses show that we have exceeded similar schools by 8%. Our 4-year trend shows that despite the pandemic, student confidence is similar to previous years.

EFFECTIVE TEACHING PRACTICE FOR COGNITIVE ENGAGEMENT

Effective classroom behaviour

The responses show that we are slightly lower than similar schools. Our 4-year trend data shows that despite the pandemic, this has been the best it has been over the past 4 consecutive years.

Effective teaching time

The responses show that we are below similar schools. However, our 4-year trend shows that we have improved in comparison to previous years.

Stimulated Learning

The responses show that we matched similar schools. Our 4-year trend shows that we are similar to previous years.

Wellbeing

Wellbeing 2020

2020 was one of the most challenging years experienced by the Wellbeing Team due to the COVID pandemic. Working remotely presented challenges for our students as they faced learning at home. Some students excelled working from home with the use of digital devices whilst others had feelings of social isolation and disconnection from their schooling.

Staff from the Student Wellbeing Team continued to work with the younger year levels with the focus on Mental Health support. The lunchtime group of Game Ninjas was able to still be available for our students whilst being at home. Data collected suggested a buffering effect on the negative impact of remote learning for participants. This helped to keep the social relationships strong between many of the vulnerable students. The 'Man Cave' and 'Big Sister' programs focusing on respectful relationships amongst themselves and the community, they were able to be run for Year 7 & 8 students again in 2021.

The Victorian Institute of Sport adapted their 'Sport Mental Health Fitness' program to an online platform so that our Year 7 students could participate whilst at home; this program focused on dealing with levels of anxiety and other aspects of mental health.

Dealing with the pressure of online learning and the fear of the pandemic, we saw a large increase in anxiety and pressures associated with schooling. During this period wellbeing support was provided via phone consultations, telehealth appointments with both internal and external psychologists as well as, a range of external agencies.

Our 'GP in Schools Clinic' continued to run over the course of 2020 with a combination of in-school clinics and telehealth appointments. Both our school doctor and nurse were readily available and reached out to the students to support them. Clinical staff also worked closely with the Wellbeing Team; it continues to be a very positive working relationship that is of great benefit to our school community.

Parent communication was an essential part of 2020 in order for wellbeing staff to support the students and the College. Many calls, emails, online meetings were made and shared so that all concerns regarding students and families were able to be effectively managed and supported. Parents were very grateful for the college being able to reach out and offer assistance when they felt their child/children were becoming increasingly overwhelmed by all that 2020 presented.

As we returned to onsite learning in the later part of the year we continued to see levels of health and anxiety issues presenting. These issues needed addressing as well as, poor socialization amongst students as they navigated their way back to onsite schooling.

Our new Mental Health Practitioner came onboard for 1.5 days per week specializing in supporting our students with Mental Health concerns and implementing programs to help prevent issues arising. This work will be ongoing for 2021.

The 'Student Attitude to School Survey' results also reinforced that the students could maintain a sense of connectedness to the College despite the impact of remote learning, an average % higher this year than the last 4 years average of 43.1%.

Financial performance and position

Commentary on Financial Performance and Position

Throughout the extraordinary year that 2020 presented with the challenges of the global 'COVID Epidemic', Lalor North

Secondary College continued to strategically manage its allocated 'Student Resource Package'. These funds represent the total monies used by the college to support all aspects of its curriculum programs and staffing requirements.

All funds were expended in line with the college's 'Annual Implementation Plan 2020' and its strategically nominated areas for improvement. Importantly, our allocation of Equity Funds was spent in a very targeted manner enabling the provision of key support roles in the areas of student mental health, classroom literacy / numeracy intervention support, student learning technologies and staff professional capacity building around effective learning and teaching pedagogy.

The college had been running in deficit prior to 2020 for a number of years due to excess in staffing and other matters. A 'Strategic Financial Plan' supported by DET Finance Branch Advisors was put in place in early 2019. In 2020, Lalor North Secondary College still had one staff member in excess and 2020 being a unique year, we had a number of staffing challenges with staff on long term leave needed to be covered from external sources. These factors impacted on the college's overall position in 2020.

2020 continued to present a number of challenges for Lalor North Secondary College. Workforce composition and a deficit carried forward from previous years, resulted in a tighter financial position. The need for strong scrutiny in developing the school's overall 'Workforce Plan' and fiscal position was attended to with strategies focusing upon the composition of staffing for the 2021 school year.

Despite these fiscal challenges, all funds received from the Education Department were expended 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.

LNSC will continue to be strategic, creative and disciplined in the spending of SRP Funds in 2021 and continue its 'Strategic Financial Plan' with preserved funds. We will ensure that the College remains fiscally responsible yet, meets the high resource demands of a college that works to reverse significant disadvantage within its community.

In Term 4, 2020 a greater emphasis was placed on the 2021 budget and workforce plan to highlight the improved 2019 and strong 2020 result. This strategic focus on constantly improving the school's financial situation continues to guide the journey towards sustaining its surplus into the future. We believe that constant improvements are possible and, while this is an ambitious target, it remains a challenge for the school's leadership. The strategy identified will be achieved given good fiscal discipline, improved fiscal processes internally and continued careful workforce planning into the future.

The allocation of school funds will continue to be focused on the goals identified through the 'Annual Implementation Plan in 2021'. We will remain focused on the targeted areas for improvement and continue to work collaboratively with our regional colleagues in the implementation of a range of DET improvement initiatives. Beyond this, the school has been working with dedicated funds towards the enhancement of its grounds and beautiful natural environment. The aim is also to continue to refurbish many of the college's physical assets which have decayed over time and are in need of attention. In 2019 Lalor North Secondary College participated in an Education Department Audit of the school's grounds and facilities. The audit indicated that there is much work still to be done following Covid delays in 2020. This improvement work is seen as positive leverage in building the schools capacity to provide the very best facilities for its students into the future.

We continue to place a strong emphasis on the strategy needed for LNSC to maintain a surplus and enhance the college's fiscal position, reaffirmed during the workforce planning and budget process for 2021. The college has worked hard to ensure that high quality student programs, community wellbeing and our physical environment are not impacted by financial challenges at this DET schooling site.

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

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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 357 students were enrolled at this school in 2020, 176 female and 181 male.

35 percent of students had English as an additional language and NDP 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.

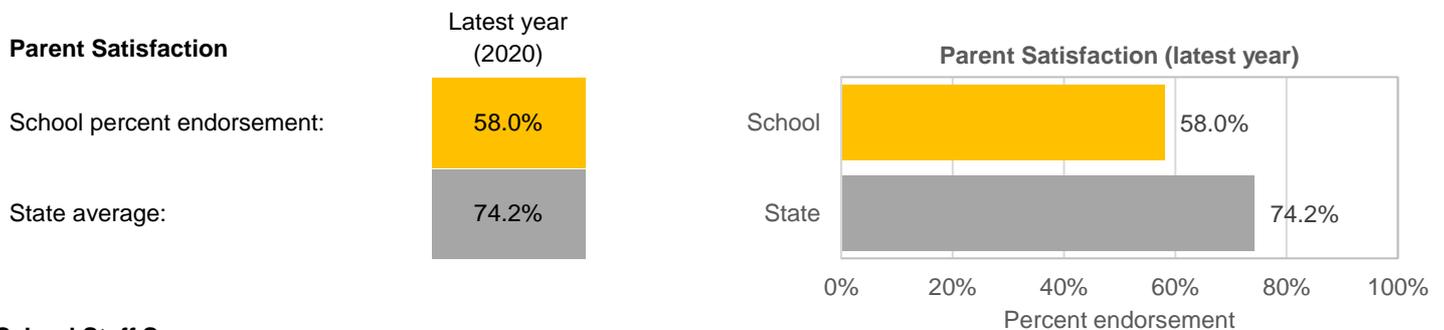
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

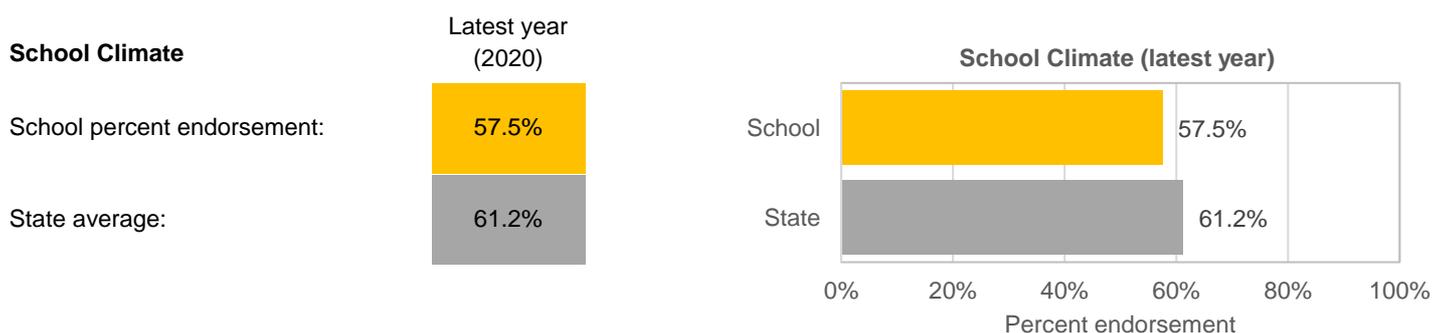


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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:

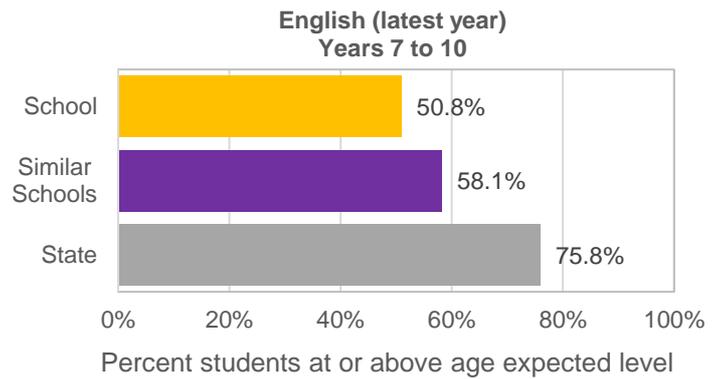
50.8%

Similar Schools average:

58.1%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

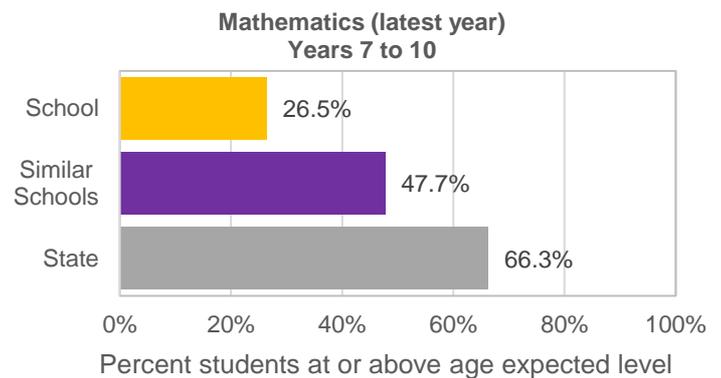
26.5%

Similar Schools average:

47.7%

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.

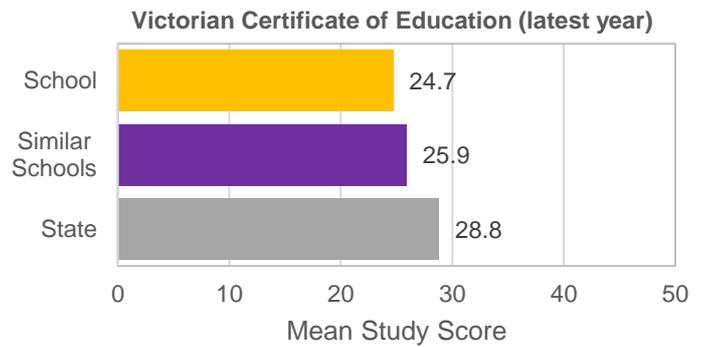
ACHIEVEMENT (continued)

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	24.7	24.8
Similar Schools average:	25.9	25.9
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

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

58%

VET units of competence satisfactorily completed in 2020:

72%

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

92%

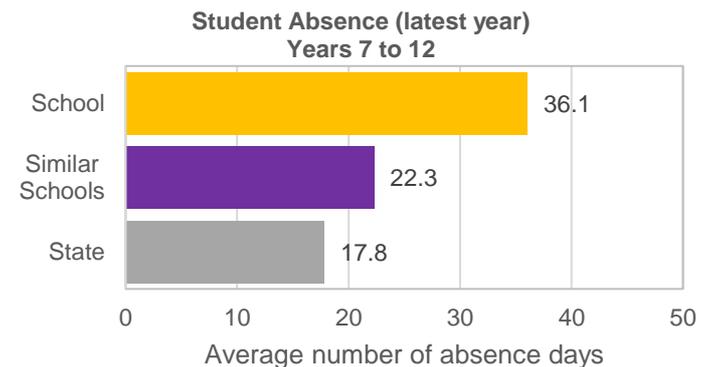
ENGAGEMENT

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:	36.1	27.4
Similar Schools average:	22.3	23.4
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

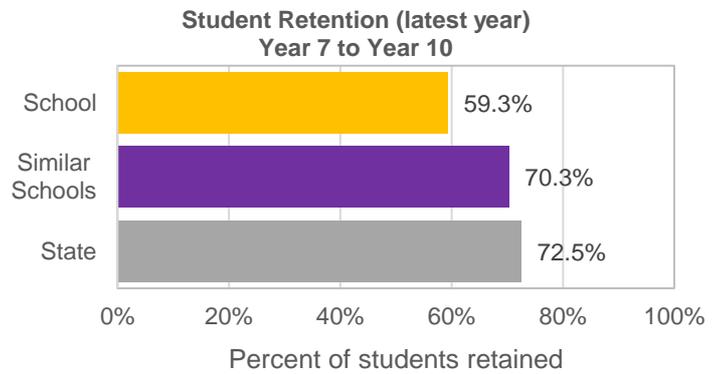
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	83%	78%	77%	79%	83%	91%

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:	59.3%	69.1%
Similar Schools average:	70.3%	70.5%
State average:	72.5%	72.9%



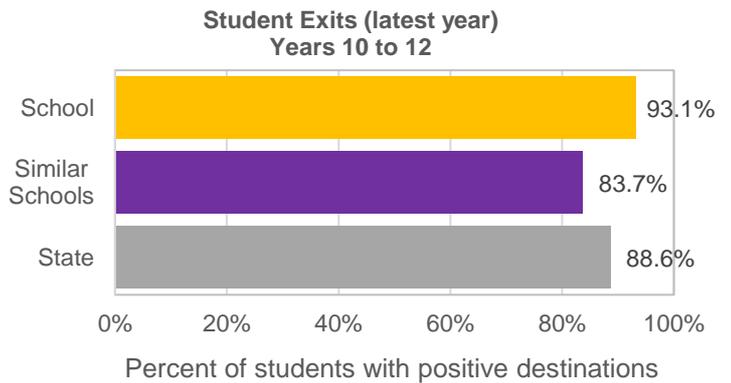
Students exiting to further studies or full-time employment

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:	93.1%	94.0%
Similar Schools average:	83.7%	85.1%
State average:	88.6%	89.1%



WELLBEING

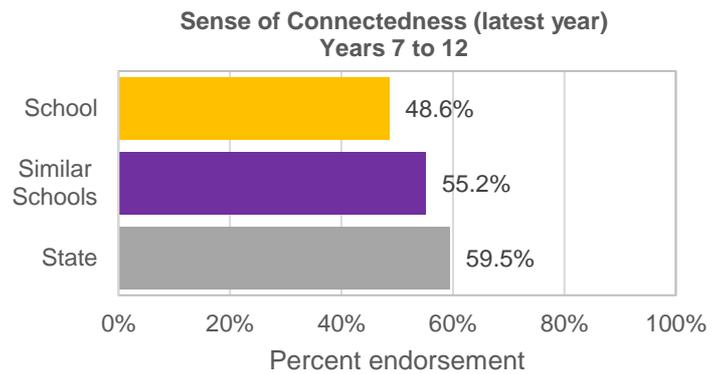
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	48.6%	43.1%
Similar Schools average:	55.2%	50.0%
State average:	59.5%	55.3%



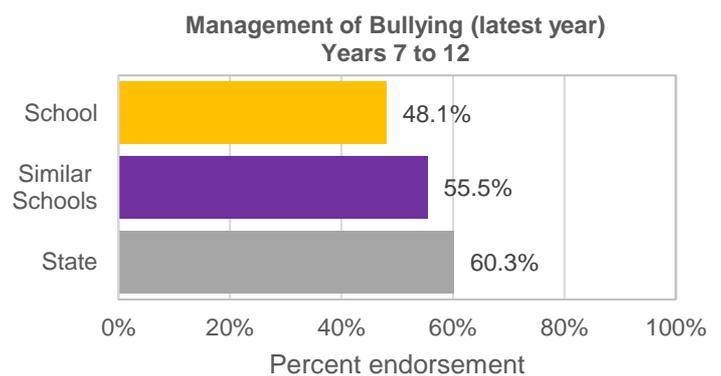
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	48.1%	47.2%
Similar Schools average:	55.5%	52.9%
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	\$4,477,110
Government Provided DET Grants	\$895,231
Government Grants Commonwealth	\$324,692
Government Grants State	\$11,699
Revenue Other	\$36,152
Locally Raised Funds	\$67,859
Capital Grants	NDA
Total Operating Revenue	\$5,812,744

Equity ¹	Actual
Equity (Social Disadvantage)	\$639,031
Equity (Catch Up)	\$44,529
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$683,560

Expenditure	Actual
Student Resource Package ²	\$5,136,220
Adjustments	\$28
Books & Publications	\$6,092
Camps/Excursions/Activities	\$20,043
Communication Costs	\$20,164
Consumables	\$74,984
Miscellaneous Expense ³	\$39,505
Professional Development	\$58,367
Equipment/Maintenance/Hire	\$162,801
Property Services	\$217,375
Salaries & Allowances ⁴	\$224,285
Support Services	\$249,811
Trading & Fundraising	\$6,769
Motor Vehicle Expenses	\$1,443
Travel & Subsistence	\$104
Utilities	\$62,099
Total Operating Expenditure	\$6,280,088
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	\$24,672

- (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	\$608,083
Official Account	\$12,779
Other Accounts	NDA
Total Funds Available	\$620,862

Financial Commitments	Actual
Operating Reserve	\$168,104
Other Recurrent Expenditure	\$228
Provision Accounts	\$3,220
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$171,551

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.