2006 Annual Report to the School Community

Address: Cnr Gleadall & Highett Sts
RICHMOND Vic 3121
(P O Box 99)

Principal: Mr Eddie Crouch OAM

School Council President: Ms Margot Foster

Telephone: 9428 4421
Fax: 9428 1854
Email: lynall.hall.com@edumail.vic.gov.au
Web site: www.lynallhall.vic.edu.au

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the school.
School Overview

Lynall Hall Community School is a small school located in Richmond with a second annexe (No 1), with convenient access to all forms of transport. Our school caters for students who for a variety of reasons are seeking an alternative to mainstream schooling. Enrolment is discretionary and takes place at the start of each school term. Lynall Hall provides an alternative secondary education to an enrolment of approximately 120 students from across the metropolitan area.

The school's size and pragmatic blending of social and academic learning are key ingredients to its ability to service the needs of otherwise disengaged students.

We have a commitment to co-operative, collaborative practices in teaching and learning and in its management practices. Our prime purpose is to address the educational needs of students so that they can attain skills necessary to enter further education, vocational training or the workforce. The school's size and structures provide the opportunities for students to develop the social skills and attitudes, which will enable them to participate more fully in the life of the wider community.

We believe that the needs of the students can best be addressed in a small school environment, which offers:

- A community base and focus
- A great deal of individual attention.
- Positive social experiences
- Numerous opportunities to further develop self-esteem, self-confidence and optimism.
- The security and encouragement required to maximise potential
- Relevant, engaging and purposeful learning programs

As members of a well-organised, purposeful school community that emphasizes mutual trust and goal-based learning strategies, it is considered important that students develop:

- Productive behaviour and attitudes
- Enhanced skills and abilities
- Realistic views of their strengths and weaknesses

It is expected that students will make a genuine commitment to their learning by:

- Attending regularly and punctually
- Participating purposefully and productively in all their classes
- Involving themselves in Whole School activities

Lynall Hall is responsive to the unique community we serve and:

- Involves students, parents, staff and community in cooperative planning and decision making
- Support educational innovation whilst valuing effective established practices
- Strive to develop initiative, resilience and enterprise in responding to new situations

At Lynall Hall it is expected that students will:

- Respect the rights of others within the school community and beyond
- Participate in school activities to the best of their abilities

In developing an understanding of their potential as individuals and members of the broader community, and to maximise their learning outcomes, students are encouraged to:

- Challenge and extend themselves
- Take pride in their achievements
- Learn from their failures or shortcomings
- Investigate post school options via work experience and career counselling
- Remain at school long enough to benefit from all programs
- Demonstrate new learning’s both at school and in the wider community
- Exercise the self-discipline and perseverance required to make further gains
- Learn decision-making and negotiation skills.

Our school is located in Like Schools Group (LSG) 7, designated as having a nil - low percentage (3%) of students with a Language Other Than English (LOTE) and a high percentage (57%) of students in receipt of Government assistance from the Education Maintenance Allowance (EMA). We are located close to the intersection of Like School Groups 7 & 8 and a small change in the percentage of students in receipt of EMA and/or percentage of LOTE students will see us relocated to another like school group

In striving for continuous improvement, Lynall Hall is committed to maximising the educational opportunities for all students, with staff professional development playing a vital role in achieving this. We also focus on continually improving the physical environment with the belief that this impacts on student and staff well-being.
Our strategic plan targets for 2006 were to ensure

That in Student Learning we would progressively improve our student learning outcomes so that by 2008:

- We will have implemented VELS throughout the curriculum.
- Have established a framework of individual literacy and numeracy evaluation.
- We will use student data to develop individual learning plans
- We will improve student attendance and retention, both school and individual.
- Record a 10% improvement in
  - Engagement measure in the student and staff surveys.
  - POLT/MYPRAD measures of engagement
  - Records of intervention
- We will have plans implemented for all students.

DEMOGRAPHICS

There has been a significant increase in enrolments over the last three years. (75-117). In 2006 we experienced a 56% increase in enrolments.

In 2006 Lynall Hall had 117 students and indications are that the enrolment will be maintained around this range in the coming year; however, due to the nature of the school, significant fluctuations may occur during the course of the year.

In 2006 55% of the enrolments were boys and 45% girls

In 2006 we had a Year 7 intake of 2 students, compared to nil in 2005 and 1 in 2004.

PARENT SATISFACTION

In a statewide survey parents are asked to what extent they agree with the statement "Overall, I am satisfied with the education of my child" on a scale where 1 is strongly disagree and 7 is strongly agree. The mean score is reported. The Parent Opinion Survey changed in 2006 and is not comparable to the pre-2006 survey. Pre-2006 data is therefore not shown.

44 families were invited to complete the survey and the response rate of 10% is well below the state average of 75%.

The average score for parent satisfaction with the school is 5.33, equal to the statewide median score of 5.33. The school's result is judged as 'effective' and places us above 51% of secondary schools across the state. We will continue to work towards the achievement by recording a score above statewide mean (i.e. results to be above the 50th percentile)

TEACHER SATISFACTION

In a statewide survey teachers are asked to report on their opinion of the school's morale on a scale from 1 to 5 where 5 is the best possible score. 62.1% of staff invited to complete the survey responded. The mean score for teacher satisfaction (morale) across both campuses is 3.4, placing us at the 42nd percentile of state results.

TEACHER ABSENCE

The average number of days absent per teacher was 5.75 days, significantly lower than the statewide average of 7.24 days

TEACHER RETENTION

Of the 25 teaching service staff at Lynall Hall Community School at June 2005 (including those on leave without pay), 23 or 92% were still at the school at June 2006. This figure across all Government schools was 89%.
TEACHER QUALIFICATIONS & PARTICIPATION IN PROFESSIONAL LEARNING

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.

All teaching staff have participated in Professional Learning programs throughout the year. The school's expenditure of $7,000 on this area indicates the high value placed on providing teachers with the best available strategies and programs to ensure improved student learning outcomes.

Principal's Report

The Schools Strategic Plan 2006 – 2009 and the Annual Implementation Plan were submitted and accepted by the Regional General Manager. The Principals Performance Plan was written and distributed to all teaching and non-teaching staff who in turn submitted plans based around school improvement areas agreed to in the School Strategic Plan, Annual Implementation Plan and Principals Performance Plan.

The Minister of Education, the Principals of Collingwood College and Lynall Hall Community School signed a "Memorandum of Understanding" for the transfer of the No1 Richmond Campus from Collingwood College to Lynall Hall Community School. Staff transferred included Terry Cunliffe, Michael Hurwood, and Linda Hammond from Good Shepherd Youth Services; Kate Glover 0.4 and Anthony Coen 0.6 were employed at a later date.

2006 student numbers have increased by 56% with 85 students enrolling after the February census cut off date & student numbers are continuing to grow.

The student growth has resulted in the strengthening of our student welfare/pastoral structure. The employment of a Student Welfare Coordinator, three Integration/Welfare teacher aides, one Literacy/Integration aide 0.6 and a short term regionally funded SSSO Psychologist to support the tracking of previously unfunded D&I students. A number of additional staff were employed on short term contracts to cater for the increased student enrolments.

A new form structure was introduced with a team of three form teachers at each year level to help strengthen our pastoral/form teacher system and to support the improvement of student attendance and curriculum outcomes.

Staff attended a wide range of Professional Development programs and attended a number of in school Curriculum Development days to address the Government "Blue Print" and new 70 minute, 4 period days for the new school structure in 2007. The introduction of VELS/POLT, Literacy/Numeracy development, the new reporting system for the 2007 school year and the planning for the inclusion of No 1 Richmond Campus into the Lynall Hall Community School structure.

Extensive buildings and grounds works have been carried out over the year to improve the visual image of the school, classroom furniture and equipment, staff working spaces and increased curriculum budgets to improve curriculum outcomes for students.

All Department of Education target dates were met, implemented and approved by School Council.

Finances:

The school changed to CASES 21 at the start of the year and experienced a smooth transition. The Business manager, Office manager and I attended all Departmental in-service activities and undertook a very successful school financial audit.

The schools budgets were reviewed following the confirmed SRP and presented to school council for endorsement.

With increased enrolments a large number of new staff were employed to meet student needs across both school sites and with careful planning and budgeting a healthy surplus was achieved for future growth across the school.

Resources.

- $48,000 Commonwealth Water Resources grant.
- $8,870 School Focused Youth Services grant.
- $4,000 Invergowrie Trust Fund grant.
- $10,000 Myer Foundation grant.
- $55,000 Success For Boy's grant for 2007.
- $10,000 Advance grant.
- $68,784 Commonwealth Investing in our Schools grant for 2007.
- $53,000 surplus from 2005.

Curriculum Development:

- VELS implementation.
- POLT implementation.
- Literacy testing and appointment of literacy aide.
- Numeracy testing and Professional leave for maths coordinator.
- New form structure implemented.
• New student welfare structure implemented.
• Yarra schools in-service day.
• Whole school curriculum development, Middle years/VELS/POLT/Literacy/Numeracy.
• INLEN/VCAL Link trial project.
• Wodonga TAFE, (“MYPLACE” camp), VCAL Certificate 1 Rural Studies.
• Schools Community Water Resources Project, (SCWRP), urban/rural camps, student leadership camps, personal development, OHS, VCAL units.
• Surfing camp/weekly program.
• Girl’s leadership camps.
• Outdoor education Grampians bush camp.
• Collingwood Children’s Farm projects, Green Team, VCAL units.
• Community School’s “Little Day Out”, Music/Arts performance day.
• City school year 9 Education program.

Staffing:

• Lisa Wood Student Welfare Coordinator/English/VCAL.
• Rebecca Sneskov Physical Education/Sport/Science.
• Rylie Connaughton Youth Worker/Integration Aide.
• Eva Grzelinska Youth Worker/Integration.
• Shannon Walker Youth Worker/Integration.
• Faye Walker 0.6 Literacy/Integration Aide.
• David Smith 0.2 MIPS Coordinator.
• Jessica Foeken General Office.
• Larnie Channon 0.4 Physical Education/Sport/Science.
• Richard Glasson 0.6 Art/General.
• Christine Hayes 0.4 Psychology/English.
• Kate Burke Physical Education/Sport/Science.
• Stuart Inchley Maths/Science/VCAL.
• Zita Pinda 0.4 Attendance.
• Michael Auty, 2 years leave without pay.
• Matt Skefky, resigned.
• Deb Bibby, retired, re-employed 0.8.
• Jo Karakousis, family leave.
• Julie George, Business Manager, long service leave.
• Erica Beattie 0.6, short-term replacement for Julie George.

Buildings and Grounds:

• Industrial Dishwasher installed in kitchen.
• TV/DVD/TV installed in common room.
• New blinds installed throughout the school.
• Split system air conditioners installed in all offices and classrooms.
• Replacement of stolen sails in school yard.
• Installation of new sails in courtyard.
• New signage on both school sites, internal and external.
• Replacement furniture for art room and two classrooms.
• Installation of water tanks to service the schools toilets and gardens with rainwater.
• Replacement of Art room floor and floor coverings.
• Purchase of new attendance and timetable system.
• Student toilets repaired and repainted.
• New computers for staff and student use.
• New telephone system to service both sites.
• Windows and carpets cleaned.
• Extensive works following OHS audit.
• Cleaning Contract signed.

Community User Groups:

• Brighton Institute International Cooking School.
• Spanish & French Language School.
• Yarra City Council Joint Tennis Court Agreement.
In conclusion I would like to thank the school community for their continued support of Lynall Hall Community School and acceptance for my future visions for the ongoing improvement of student outcomes. I thank our dedicated staff for accepting the many structural changes to the day to day running of the school and their commitment to the welfare of our sometimes difficult students and of each other. To all school council members, my thanks for their ongoing commitment to the school, their contribution to the smooth running of council meetings and their continued support of my leadership.

Finally, it is good to know that our school is well known across the wider metropolitan area of Melbourne, without spending valuable school finances to promote the school. Our school Web site is widely viewed and used by potential students and parents as well as positive word of mouth support for the school.

I am looking forward with excitement to the ongoing challenges in 2007.


Eddie Crouch. OAM
Principal.
Lynall Hall Community School. and No 1 Richmond Campus.

School Council President’s Report

OVERVIEW.
From the viewpoint of the school council, Lynall Hall Community School has continued to make steady progress throughout 2006. This transformation is due, in no small measure, to the energy and vision of Principal Eddie Crouch who was appointed in Term Four, 2005. As you will read from the brief comments below and the detailed report from the principal, progress can be measured and this achievement has been recognized by the regional office. There are still many challenges but we have confidence in the future.

SCHOOL COUNCIL.
The current school council is now well represented by parents with the membership including up to six parents as well as the usual staff members, two community representatives and the principal and business manager. This is a major step forward from 2005 when parents seemed unwilling or unable to support the management of Lynall Hall Community School. A vigorous process of involving parents in their child’s education is paying dividends. Attendance at parent teacher meetings is still disappointing but better than before.

STAFF.
We said farewell to a number of key staff at the end of 2006 but the new members of the team are responding with energy to the increased numbers in their classes. Steps are being taken to achieve the integration of the Number One annexe into the full education program of the school. The support staff of integration aides, youth workers, and literacy support members is a dedicated group.

ENROLMENTS.
These are most encouraging and Lynall Hall is now the biggest community school in Melbourne. The new challenge is to keep more students active, involved and in the classrooms. To this end, new timetable arrangements and proper recording of attendance should maintain reasonable standards.

CURRICULUM.
The principal’s report will outline matters in detail but real emphasis is being placed on the key areas of Literacy, English, Numeracy, Mathematics and Science which have been poor relations in the past. The “popular” activities such as boxing, surfing and circus are still there but no longer dominate the program of the students.

FACILITIES.
The council has been delighted with the improvement in the school equipment and resources, many paid for by special government grants. Careful planning and management is needed to ensure that things such as water tanks, signage, a new bus, telephone systems, air conditioning, new computers and general maintenance will give both staff and students a feeling of pride in the school. We still spent too much money on removal of graffiti and repairing acts of stupidity and vandalism.

FINANCE.
Thanks to prudent management by Eddie Crouch and the business manager, Julie George, the school’s finances are in sound order. Procedures, as laid down in departmental management guidelines, are being followed. During Julie’s absence on leave, her role was ably filled by Erica Beattie. The list of grants is included in the principal’s report.

FUTURE CHALLENGES.
Our principal keeps us well aware of these. The outstanding report by Zita Pinda and Eddie Crouch late in 2006 sets out clearly the list of challenges and goals. The management of disruptive males, staff stress and the need to focus on individual pathways (MIPS) are some of the matters for consideration. Together we hope to see solutions rather than problems.

Margot Foster.
School Council President
Student Progress & Achievements

VELS - English & Mathematics:

Teachers’ assessments of Reading, Writing, Speaking and Listening, Measurement, Chance & Data and Structure in years 8 and 10 over the past three years indicate a 12% (average) of the students across the school achieving at or above their expected levels.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>% achieving at or above the expected VELS level</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>35%</td>
</tr>
<tr>
<td>Writing</td>
<td>35%</td>
</tr>
<tr>
<td>Speaking &amp; Listening</td>
<td>35%</td>
</tr>
<tr>
<td>Number</td>
<td>13%</td>
</tr>
<tr>
<td>Measurement, Chance &amp; Data</td>
<td>15%</td>
</tr>
</tbody>
</table>

The percentages assessed as being at or above expected levels in 2006 were high when compared to results in other years. The school is reasonably satisfied with these results.

Teacher assessments of students against the Victorian Essential Learning Standards (VELS) indicate that an average of 23% of students in Year 8 and 30% of students in Year 10 are achieving at or above expected levels. We will continue to review programs and strategies to further improve student achievements against the VELS Benchmarks for the state and Like School Group (LSG) are yet to be published.

AIM

As we had only 2 students in Year 7 and no students in Year 9 were tested in 2006 no results are recorded against expected levels or National Benchmarks.

VCE

VCE results have decreased from 24.4 in 2005 to 23.8 in 2006. This result places us 4.1 points below the level achieved by LSG schools.

The school also recorded a 14% increase in the rate of successful completion of VCE studies (58% up from 44% in 2004).

In 2006 the college provided access to 7 of the 45 VCE subjects and no students achieved study scores of 40+

VET

In 2006, 15 students undertook VET studies. The 20.3% participation rate is close to the statewide benchmark of 23%.

The rate of successful completion of VET studies was 61%, slightly below the statewide average of 75.6%.

The 2006 results show a 50% improvement on those of 2005.

VCAL

47 students undertook VCAL studies in 2006. The participation rate of 48.9% is significantly above the statewide average of 11.5%. 66.7% of studies were completed successfully, slightly below the statewide average of 77.7% satisfactory completion.

The success of our VET and VCAL programs over the past 3 years is noted in the graph to the right.
Student Pathways and Transitions

Data available from the “On Track” system is updated in May each year. Hence the data for 2006 Year 12 exit students is not yet available. The school has no data on the exit students of 2003, 2004 or 2005.

The retention rate for students between years 7 and 12 remains high and has increased from 800% in 2003 to 1300% in 2005 and increased again to 1900% in 2006. This is well above the statewide mean of 74.6% and reflects the transient nature of the school enrolments.

Student Engagement and Wellbeing

Student Engagement and Wellbeing - Student Absence

The school has employed a number of measures to improve student engagement and well being, including increasing parent awareness of the value of regular attendance at school for their children through newsletter articles, meetings and communication with parents concerning absences. We have also developed and implemented programs that focus on developing students’ social skills. We have introduced students to conflict resolution strategies and delivered a values program. Programs and curriculum are regularly evaluated and improved to improve engagement.

The average number of absent days per student has decreased markedly over the year (28.3 days per student in 2005 – 22.4 days per student in 2006).

- The average rate of absence in years 9, 10 and 12 is above the 75th percentile of state benchmarks.
- Absence rates for years 7, 8 and 11 are above the 50th percentile but below the 75th percentile of the state benchmarks.
- The students are usually enrolled at the school as a result of continuing high absence rates and we are reasonably pleased with the decrease from 2005 levels.
- Student absence has been a major issue for action during 2006 and this action will continue in 2007. The Community School will examine a number of initiatives aimed at lowering the absence rates for all year levels to be below the 75th percentile of the state benchmarks.

The average of 22.4 days per student in 2006 remains significantly above the state wide average of 15.8 days absence per student.

The data sets indicate that at

- Year 7 - absence rates equate to an average of approximately 2 days every 5 weeks
- Year 8 - absence rates equate to an average of 1 day per week
- Year 9 - absence rates equate to an average of approximately 2 days per 3 weeks
- Year 10 - absence rates equate to an average of approximately 2 days per 3 weeks
- Year 11 - absence rates equate to an average of 2 days per 4 weeks
- Year 12 - absence rates equate to an average of 1 day per week
Student Engagement and Wellbeing - Student Connectedness to School

Year 7-12 students across the state were asked to what extent they agreed with each of five 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) on a scale where 1=strongly disagree and 5=strongly agree. The mean score is reported. The survey changed in 2006 and is not comparable to the pre 2006 data.

The mean score of 3.31 reported in the Student Opinion Survey indicates our students are more connected to school than those in 37% of state secondary schools.

![Student connectedness to school](chart)

Given the make up of school enrolments these results are quite pleasing as many of our students are referred to Lynall Hall as habitual school refusers who are disconnected to school.

The results also indicate that boys feel more connected to school than do girls. This is in opposition with results across the state where girls feel more connected to school than do boys. The survey also indicates that student relationships and student motivation are areas we will continue to work on. Results for connectedness to teachers, stimulating learning and teacher effectiveness are all deemed to be "effective."

Our commitment to improving student learning remains a key focus for our school. Teachers are addressing issues such as student relationships and motivation.

We are developing ideas and strategies to provide avenues for student input in to their learning including goal setting, student portfolios and eventually student lead conferences. We expect that students will have a greater understanding and commitment to their learning if they share this responsibility with their teachers.

Future Directions

The key improvement strategies for 2007 include:

Student Learning
- Implementation of 70 minute periods
- Implementation of VELS Integrated Units
- Improving learning spaces including the creation of a separate space for the 7& 8 Program
- Intensive professional learning for all staff particularly in literacy, numeracy and Success For Boys.
- The implementation of individual learning plans
- Improved testing and monitoring of literacy and numeracy levels
- Review of all students for D&I funding

Student Engagement & Well Being
- Revised attendance monitoring system implemented and fully operational
- Improvement in the individual student and whole school attendance data
- Further development of the Student Wellbeing Team
- Improvement in the engagement and connection measures in the Student and Parent Opinion Surveys

Student Pathways & Transition:
- Plans implemented for all students
- The MIPS Mapping Tool implemented and fully utilised
Financial Performance

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<th>Financial Performance for the year ending 31st December, 2006</th>
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<tbody>
<tr>
<td><strong>Revenue</strong></td>
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<tr>
<td>DE&amp;T Grants</td>
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<tr>
<td>Commonwealth Government Grants</td>
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<tr>
<td>State Government Grants</td>
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<tr>
<td>Other</td>
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<tr>
<td>Locally Raised Funds</td>
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<tr>
<td><strong>Total Operating Revenue</strong></td>
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<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Salaries and Allowances</td>
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<tr>
<td>Bank Charges</td>
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<tr>
<td>Consumables</td>
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<tr>
<td>Books and Publications</td>
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<tr>
<td>Communication Costs</td>
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<tr>
<td>Furniture and Equipment</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Property Services</td>
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<tr>
<td>Travel and Subsistence</td>
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<tr>
<td>Motor Vehicle Expenses</td>
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<tr>
<td>Administration</td>
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<tr>
<td>Health and Personal Development</td>
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<tr>
<td>Professional Development</td>
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<tr>
<td>Trading and Fundraising</td>
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<tr>
<td>Support/Service</td>
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<tr>
<td>Miscellaneous</td>
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<tr>
<td><strong>Total Operating Expenditure</strong></td>
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<tr>
<td>Capital Expenditure</td>
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<tr>
<td><strong>Net Operating Surplus/-Deficit</strong></td>
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<tr>
<th>Financial Position as at 31st December, 2006</th>
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<tbody>
<tr>
<td><strong>Funds Available</strong></td>
</tr>
<tr>
<td>High Yield Investment Account</td>
</tr>
<tr>
<td>Official Account</td>
</tr>
<tr>
<td>Other Bank Accounts</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
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<tr>
<td><strong>Financial Commitments</strong></td>
</tr>
<tr>
<td>Accounts Payable Control</td>
</tr>
<tr>
<td>Revenue in Advance</td>
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<tr>
<td>Group Tax Clearing Acct</td>
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<tr>
<td>GST on Sales</td>
</tr>
<tr>
<td>Region /Clusters Funds</td>
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<tr>
<td>Professional Development</td>
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<tr>
<td>School Operating Reserve</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
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The school has maintained the DE&T requirement to have an operating ‘safety net’ of at least $10,000 as at the end of the 2006 school year.

As a result of the improved financial management processes undertaken by the School Council and projects completed in 2006, we have increased the amount of funds available to commence the new school year by $53,000 from the previous year.

As noted above, the average expenditure per student has increased over the past three years in line with our enrolment and emphasis on improved student learning outcomes, 2006 expenditure per student is 151% of the statewide median amount expended per student.

Our balance per student (as at December 2006) is almost four times the statewide average. A significant amount of our 2007 opening balance is committed to programs and projects identified by the school council.

During 2006 funds were expended in accordance with the budget approved by school council. Appropriate amounts have been expended on student learning programs with improving student achievement noted across the school.

* Centrally paid salaries are not included in this summary.