Lynall Hall Community School
No: 8003

2005 Annual Report to the School Community

Lynall Hall Community School
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School Overview

School Mission

Through a team and community approach we will provide high quality educational services which are appropriate and relevant to the present and future needs of our students.

College Context

Lynall Hall Community School is a small school located in Richmond, with convenient access to all forms of transport. Lynall Hall 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 100 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.

The school has a commitment to co-operative, collaborative practices in teaching and learning and in its management practices. Its 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.

The school believes 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 it serves and:

- Involves students, parents, staff and community in cooperative planning and decision making
- Supports educational innovation whilst valuing effective established practices
- Strives 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.
DEMOGRAPHICS

The school enrolment has decreased by 3.8% over the past three years.

In 2005 the school had 75 students enrolled in Years 8 – 12.

The school remains within Like School Group 7, (Low LOTE and high EMA)

GENERAL INFORMATION

In a 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 6 is strongly agree. The mean score is reported.

The level of parent satisfaction with the school recorded in 2003 (5.25) has decreased by 6.7% to 4.9 in 2005. The 2005 results rank the school higher than at 42% of secondary schools across the state.

Parents’ satisfaction with this school
(average score on scale of 1 to 6, where 6 is best possible score)
Student Progress and Achievements

Student Learning

In 2005 there were no Year 7 students enrolled at the school and therefore no AIM tests were conducted.

Teachers’ assessments of Reading, Writing, Speaking and Listening, Chance & Data and Algebra 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.

The percentages assessed as being at or above expected levels in 2004 were high when compared to results in other years. The school is reasonably satisfied with these results.

VCE

VCE results have improved from 18.2 in 2004 to 24.4 in 2005. (An improvement of 34%) The school also recorded a 14% increase in the rate of successful completion of VCE studies (58% up from 44% in 2004)

In 2005 the college provided access to 8 of the 45 VCE subjects.

The College’s results (means) are lower than those of Like Schools. (24.4 compared to 27.9) and no students achieved study scores of 40+.

VET

In 2005, 11 students undertook VET studies. The 22.3% participation rate is well above the statewide benchmark of 11.9%.

The rate of successful completion of VET studies was 15.4%, well below the statewide average of 72.6%
The satisfactory rates of completion of VCE and VCAL studies have remained high over the past three years. Rate of successful completion for VCE increased in 2005 and the completion rate for VET studies has decreased from 27% to 15% The VCAL rate for successful completion, has increased from 2% in 2004 to 28% in 2005.
Student Engagement and Wellbeing

The average number of absent days per student has decreased markedly over the past three years (47.2 days per student in 2003 – 28.3 days per student in 2005).

The average of 28.3 days per student in 2005 remains above the state wide average of 15.8 days absence per student.

When the absence rates of each group of students is plotted over the three year period (i.e. those in Year 7 in 2003 through to year 9 in 2005, and in year 8 in 2003 through to year 10 in 2005) it is noticeable that all cohorts have decreased rates of absence.
Student Engagement and Wellbeing

Year 7-12 students were asked to what extent they agreed with each of the three statements (I enjoy the work I do at school, Learning in my school is fun, I look forward to going to school) on a scale where 1=strongly disagree and 5=strongly agree. The mean score is reported.

Results of the student opinion survey, (conducted with all year 7-12 students across the state) show that students at Lynall hall Community feel slightly less connected to school in 2005 than in 2004. No results are available for 2003.

The result show that Year 9 and Year 12 students feel less connected to school than those in Years 8, 10 & 11

As noted above, Year 8 students look forward to going to school, Year 10 students also indicate a higher rate of enjoyment in going to school. Responses to the questions shows that Year 11 students enjoy the work more than those in other years and Year 10 students indicate a higher degree of connectedness to school where they find learning is more fun than those in other years.
Student Pathways and Transitions

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

The retention rate for students between years 7 and 12 remains high and has increased from 800% in 2003 to 1300% in 2005. This is well above the statewide mean of 76.8% and reflects the transient nature of the school enrolments.

Future Directions for the School

GOALS

Student Learning

- VELS Implementation.
- To improve individual literacy and numeracy outcomes.
- Improve Attendance & Engagement.
- To Implement Individual Learning Plans / MIPS plans for all students.

TARGETS

- To implement VELS throughout the curriculum.
- Establish a framework of individual literacy and numeracy evaluation.
- Use student data to develop individual learning plans.
- Improve student attendance and retention, both school and individual.
- 10% improvement in
  - Engagement measure in the student and staff surveys.
  - POLT/MYPRAD measures of engagement.
  - Records of intervention.
- Plans implemented for all students.
Summary of School’s Financial Performance

RECEIPTS: 2005
Lynall Hall Community School received $408,480 in funding. This consisted of the following:

<table>
<thead>
<tr>
<th>Government provided funds:</th>
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<tbody>
<tr>
<td>Cash grant</td>
<td>$217,548</td>
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<tr>
<td>Special Grants</td>
<td>$112,778</td>
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<tr>
<td>Other government</td>
<td>$10,110</td>
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<tr>
<td>Locally raised funds:</td>
<td>$44,229</td>
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<tr>
<td>Hire-facilities &amp; equipment</td>
<td>$23,815</td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td><strong>$408,480</strong></td>
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PAYMENTS: 2005
The school’s expenditure in 2005 was as follows:

<table>
<thead>
<tr>
<th>Payments</th>
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<tbody>
<tr>
<td>Miscellaneous</td>
<td>$17,602</td>
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<tr>
<td>School requisites</td>
<td>$88,842</td>
</tr>
<tr>
<td>Building maintenance &amp; cleaning</td>
<td>$178,716</td>
</tr>
<tr>
<td>Locally employed staff</td>
<td>$48,058</td>
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<tr>
<td>Other costs</td>
<td>$42,128</td>
</tr>
<tr>
<td>Communications and utilities</td>
<td>$17,639</td>
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<tr>
<td>Classroom materials</td>
<td>$25,182</td>
</tr>
<tr>
<td>Books and publications</td>
<td>$2,711</td>
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<tr>
<td><strong>Grand total</strong></td>
<td><strong>$420,878</strong></td>
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As indicated above, expenditure for the 2005 year exceeded income by $12,398.

The excess expenditure was funded from the school’s investment reserves.

As at 31 December, 2005 an amount of $296,950 will be carried forward to 2006 and represents an average of $3,858 per student, well above the statewide average of $900 per student.

The school has committed funds from its reserves to the ongoing maintenance and upgrade of facilities in 2006.
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 for a copy.