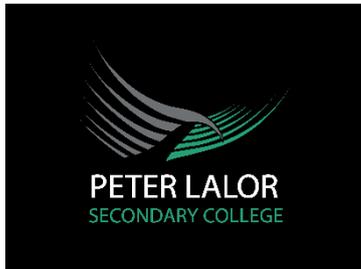


2020 Annual Report to The School Community



School Name: Peter Lalor Secondary College (7217)



- 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 24 March 2021 at 08:30 PM by Rod Sheehan (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 24 March 2021 at 08:32 PM by Colleen Monteleone (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

Peter Lalor Secondary College is a secondary college with an emphasis on hands-on education and vocational education. The values of the college are Commitment, Positive Attitude, Respect, Responsibility and Teamwork. The college offers both VET and VCAL programs to 14-19 year old students. A key feature of the college is the community groups that operate from the college including a community garden, men’s shed, University of the Third Age (U3A) and other general community users. The college is also the lead school for the Outer Northern Trade Training Centre (ONTTC).

The college is located close to the Lalor train station (Epping / Mernda line) allowing potential for a large catchment area. A large percentage of students reside in suburbs beyond the suburb of Lalor.

The VCAL curriculum is taught from years 10-12 by using an integrated curriculum model where a single teacher delivers the four strands of VCAL (Literacy, Numeracy, Work Related Skills and Personal Development Skills). The college also offers Hospitality, Hairdressing, Retail Cosmetics, Sport and Recreation, Allied Health and Community Service VET programs. The ONTTC delivers Building and Construction, Automotive, Electrical and Plumbing. Furthermore, the ONTTC has a range of users that hire the facility to deliver external vocational programs.

Additionally, the college offers an integrated Year 9 hands-on learning program. This program is mapped to the Victorian Curriculum.

Peter Lalor Secondary College employs 1 Principal and 1 Assistant Principal, 6 Administration Staff (including Counsellor and Maintenance Coordinator), 15 Teachers, and 9 Teachers Aides. In addition, Peter Lalor Secondary College employs staff at the ONTTC campus there is 1 Assistant Principal, 1 Education Support and 4 Teachers.

Framework for Improving Student Outcomes (FISO)

The COVID-19 remote learning transition was incredibly well managed at a school level. All teachers and students were using the Google Classroom platform as a digital medium of documentation and delivery method prior to the first transition to online learning. This placed the college in a position where there was a high focus on addressing the wellbeing needs of students during the remote learning periods. The college was to commence the implementation of Professional Learning Communities in 2020. The remote working environment was not conducive for this school-wide initiative to be implemented. The professional development of 2020 focused on digital pedagogical practices and literacy and numeracy development.

Achievement

Many students progressed their learning exponentially with respect to the achievement of learning outcomes during the remote learning periods in 2020. This was attributed to students working on tasks at their own pace and also reduced environmental distractions. Unfortunately there were less opportunities for students to engage in hands-on learning activities whilst offsite, thus students met many outcomes through written and descriptive tasks. There was a reduced ability to administer standardised testing for student literacy and numeracy to monitor growth, as this testing often requires one-to-one supports. Our PSD students continued their supported work practices in breakout rooms during the remote learning period. The college has a focus of hands-on activities in 2021 as a result of the lost opportunities during the remote learning period.

Engagement

A considerable amount of work was undertaken to ensure that students remained engaged during the remote learning periods and also to reengage students through social interaction when returning to an onsite learning format. This

included ensuring that remote learning classes were structured with the majority of the day being face-to-face via video conferencing. Each day students were contacted by Teachers Aides by phone to specifically check the wellbeing of all students in the school. Additional elective curriculum offerings were implemented to allow for shifting student interest and to create more hands-on learning opportunities in 2021. There was an increase of student attendance by approximately 17% during the remote learning period indicating the success of initiatives implemented due to the structure and student support initiatives.

Wellbeing

The college has continued to improve the already strong health and wellbeing supports for students. These supports included the recruitment of an additional school counsellor (0.8 EFT). Wellbeing initiatives were offered to all students on a daily basis during the lockdown periods. Additional targeted outdoor education programs for students with trauma and grouped with specific need outcomes were implemented. Towards the end of 2020, the College developed additional structures and scaffolded health and wellbeing programs across all year levels. The college endeavoured to assist families in the first COVID-19 lockdown by delivering necessities when this possible within the restrictions imposed.

Financial performance and position

The college remains in an incredibly strong financial position. The school has again been concluded in a surplus position for 2020. The school continues to invest in practical equipment and resources to provide the best applied learning possible for students. The college has been supported through grants to assist in running outdoor education wellbeing programs by a local non-for-profit organisation. The school receives Advance funding to support student engagement. In addition, the school has received a State budget allocation of \$8.2m to create a masterplan for the development of the entire Peter Lalor Secondary College site and to commence the Stage 1 building phase. As a result, projected spending on the renovation of ageing areas of the school will cease in the interim.

For more detailed information regarding our school please visit our website at
<https://www.peterlalor.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 186 students were enrolled at this school in 2020, 65 female and 121 male.

7 percent of students had English as an additional language and 8 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.

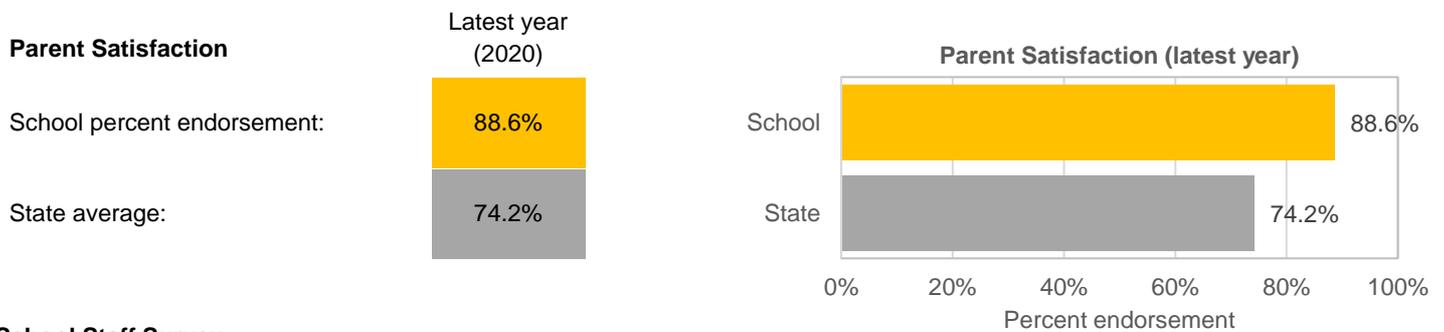
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

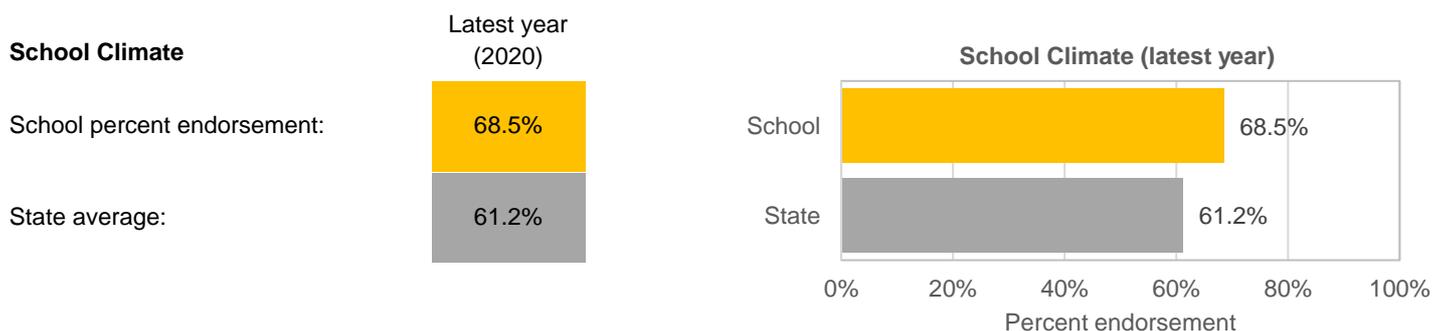


School Staff Survey

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:

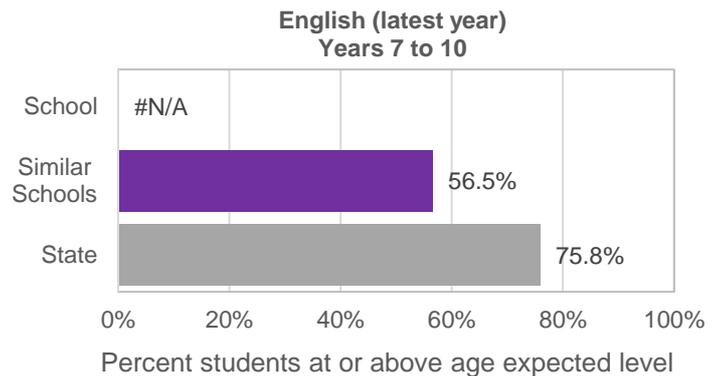
NDA

Similar Schools average:

56.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

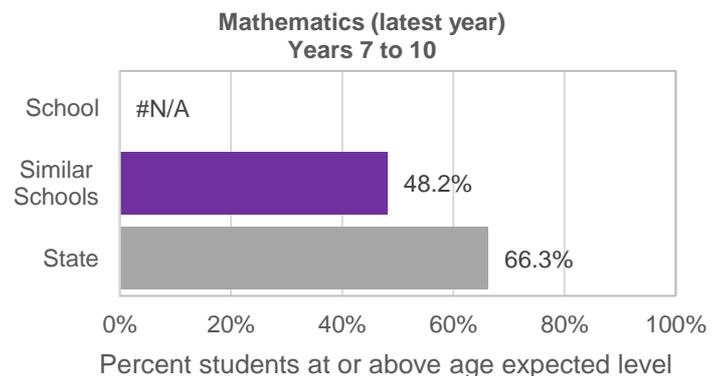
NDA

Similar Schools average:

48.2%

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.

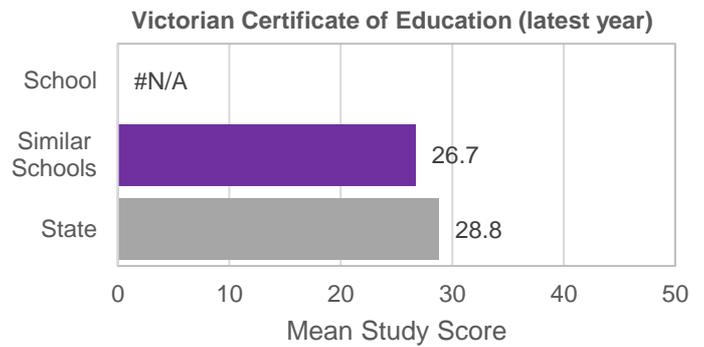
ACHIEVEMENT (continued)

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	NDA	NDA
Similar Schools average:	26.7	26.4
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

NDA

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

79%

VET units of competence satisfactorily completed in 2020:

59%

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

86%

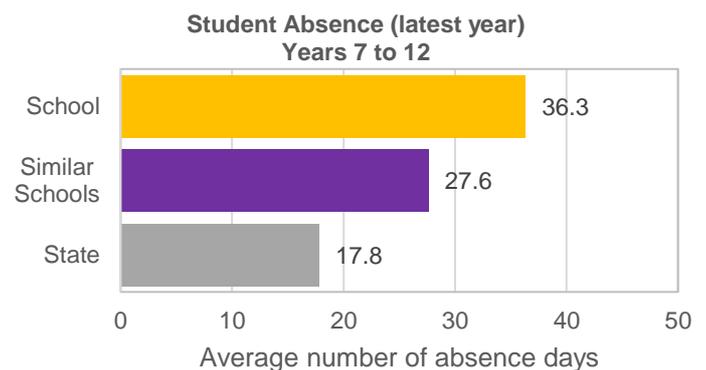
ENGAGEMENT

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:	36.3	41.8
Similar Schools average:	27.6	28.3
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

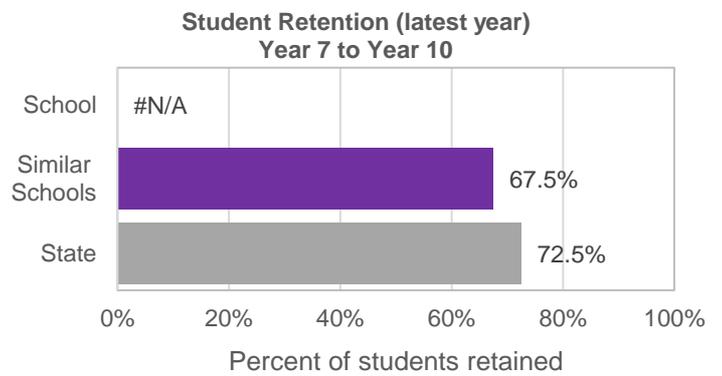
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	NDA	NDA	74%	85%	78%	84%

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:	NDA	NDA
Similar Schools average:	67.5%	67.0%
State average:	72.5%	72.9%



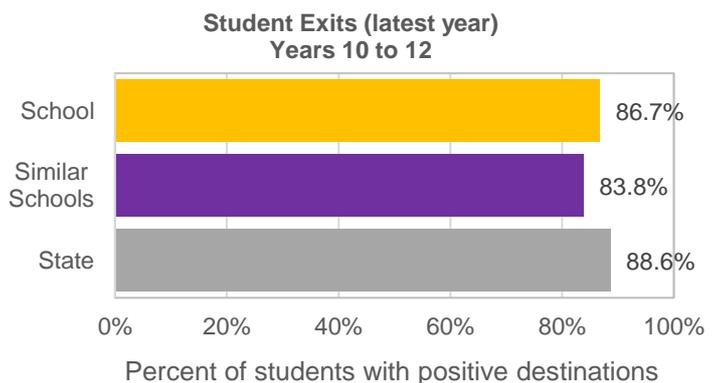
Students exiting to further studies or full-time employment

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:	86.7%	83.7%
Similar Schools average:	83.8%	84.2%
State average:	88.6%	89.1%



WELLBEING

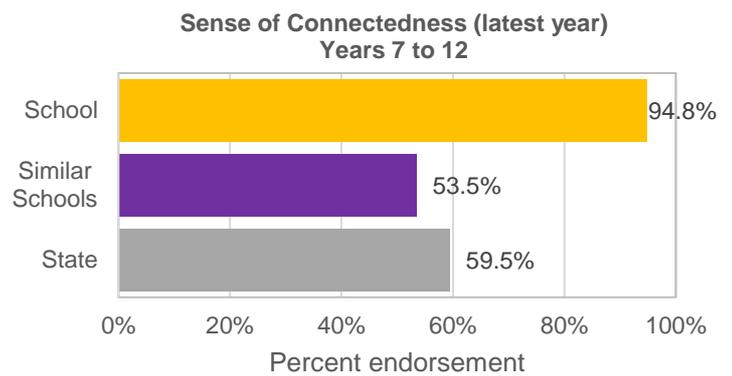
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	94.8%	80.9%
Similar Schools average:	53.5%	53.3%
State average:	59.5%	55.3%



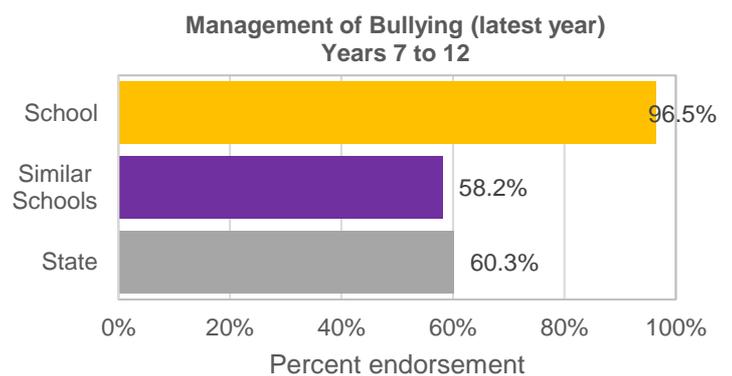
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	96.5%	86.9%
Similar Schools average:	58.2%	59.1%
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	\$2,751,519
Government Provided DET Grants	\$941,048
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$976,205
Locally Raised Funds	\$130,076
Capital Grants	NDA
Total Operating Revenue	\$4,798,848

Equity ¹	Actual
Equity (Social Disadvantage)	\$265,119
Equity (Catch Up)	\$24,739
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$289,858

Expenditure	Actual
Student Resource Package ²	\$3,328,181
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$13,066
Communication Costs	\$24,933
Consumables	\$182,016
Miscellaneous Expense ³	\$239,488
Professional Development	\$20,299
Equipment/Maintenance/Hire	\$84,112
Property Services	\$242,016
Salaries & Allowances ⁴	\$140,641
Support Services	\$190,962
Trading & Fundraising	\$1,318
Motor Vehicle Expenses	\$1,172
Travel & Subsistence	\$6,310
Utilities	\$114,774
Total Operating Expenditure	\$4,589,287
Net Operating Surplus/-Deficit	\$209,561
Asset Acquisitions	\$10,934

- (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	\$2,919,627
Official Account	\$29,737
Other Accounts	NDA
Total Funds Available	\$2,949,364

Financial Commitments	Actual
Operating Reserve	\$172,690
Other Recurrent Expenditure	NDA
Provision Accounts	\$2,000
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	\$80,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$2,160,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$2,414,690

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.