

## 2013 Annual Report to the School Community

Lake Bolac College

School Number: 854



Name of School Principal:

Name of School Council President:

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

## About Our School

We believe that genuine endeavor is central to all student achievement and when combined with the provision of a quality learning experience that takes into account the individual's needs, success follows. Positive attitudes, respectful relationships and Individual Learning Plans (ILPs) are the basis of our educational provision.

As a small rural remote school in Western Victoria with most students coming from farming families, we believe '*Small Schools Are Great Schools*'. The Primary School was established in the 1860s and Secondary education commenced in 1957. In 1998 the two schools merged to form the current Lake Bolac P-12 College.

The majority of our students are bus travelers and therefore we view our school as a vehicle for bringing the 'Learning Community' that is Lake Bolac together. We place a high value on the partnership between home and school. The College also prides itself on the fact that students have the opportunity to be involved in a wide range of extra curricula activities.

We aim to: develop all students' academic; emotional and social potentials to enable them to develop as life-long learners; we actively prepare students as future members of a global community which is constantly changing; we aim to provide a supportive, safe and stimulating learning environment in order to develop and nurture confident and respectful human beings who are innovative, creative and problem solvers.




Achievement	Engagement	Wellbeing
<p>Overall the student learning achievement at Lake Bolac College is similar to the state median and is within the predicted range for schools with similar background characteristics to our student population.</p> <p>The level of the school's achievement based on teacher assessments is within the expected range for schools with similar background characteristics. Our English and Maths performance currently sits within the predicted range, as they have done over the past four years. Our NAPLAN results at Yrs 3, 7 and 9 also sit within the expected range again varying between the similar and higher. Yr 5 results are the exception. While we acknowledge the need for an increased focus the Yr 5 cohort, we are particularly pleased with the NAPLAN outcomes in Yr 7 and 9.</p> <p>VCE performance on a four year average is above the state median and in 2013 we have managed to improve our results to sit slightly above the state median. We achieved 100% completion rates in VCE, VET and VCAL.</p> <p>This year we will again be working on achieving goals set out in Strategic Plan, in conjunction with consolidating the use of 'Learning Intentions' and 'Success Criteria' as part of our core business of improving teaching and learning outcomes.</p>	<p>The School's outcomes in the area of Engagement are below the state median and outside the middle 60% range in the primary school. Student attendance is within the expected range across the college and above the state median. This is supported by daily phone calls to homes of absent students, school attendance awards; personalised learning goals and by actively promoting 'It is Not OK to Be Away'.</p> <p>The school's retention data in years 7-10 fell well below the state median and below the predicted level when compared to schools with similar background characteristics in 2013. This reflects a relatively high number of students who commence Yr 7 and relocate for family reasons or who transfer out of the school to follow other pursuits. Many of these students make a successful transitions which in itself is a positive outcome for them</p> <p>The percentage of students exiting to further studies and full-time employment is higher than the state median and has been so for the past 6 years, with the College achieving a 100% positive destination result in 2013.</p>	<p>Student attitude survey data is above state median in the primary school but is low compared with state median in the secondary school.</p> <p>Transition at the various levels of the College into, within and out of the College continues to be a focus of improvement for us as a College.</p> <p>We will continue to focus on improving the tracking of student progress from year level to year level.</p> <p>In 2013 the College continued to offer multiple certificates in – VCAL, VCE, VET and School Based Apprenticeships. Our elective based programs in the art and technology areas at years 9-10 allows students to select interest based studies.</p> <p>Student wellbeing is at the center of our teaching and learning focus where we actively work toward achieving a quality learning experience for the students. Our focus has been to establish a whole College approach for promoting learning through the building of positive relationships.</p>

(Primary Year Levels)

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

### School Profile

#### School Enrolments

A total of 114 students were enrolled at this school in 2013, 53 female and 61 male.

#### Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

Proportion of students with English as a second language.

#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

(Primary Year Levels)

## Performance Summary

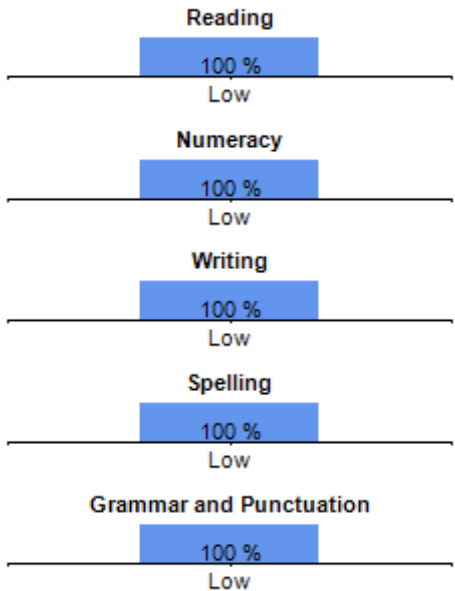
Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p> Lower</p> <p>No Data Available</p> <p> Lower</p>

(Primary Year Levels)




## Performance Summary

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Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Relative Growth Year 3 - Year 5</b></p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	 <p><b>Reading</b> 100 % Low</p> <p><b>Numeracy</b> 100 % Low</p> <p><b>Writing</b> 100 % Low</p> <p><b>Spelling</b> 100 % Low</p> <p><b>Grammar and Punctuation</b> 100 % Low</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>

(Primary Year Levels)

## Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison
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 Lower





 Lower

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
87 %	84 %	91 %	84 %	88 %	96 %	83 %

(Primary Year Levels)

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


Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Lower</p>

(Secondary Year Levels)

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

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Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

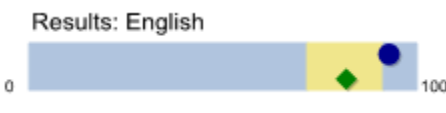
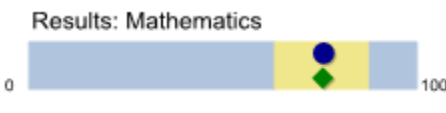
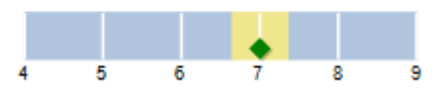
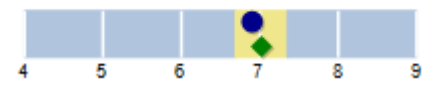
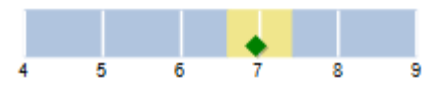
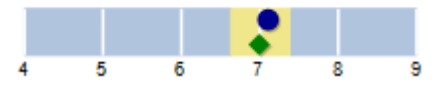
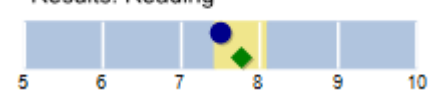
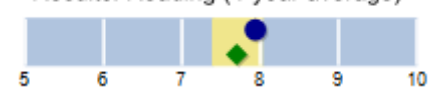
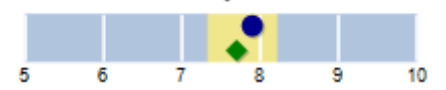
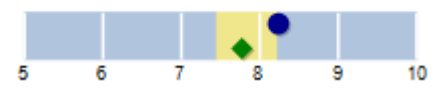




(Secondary Year Levels)

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Similar</p>
<p><b>NAPLAN Year 7</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Higher</p> <p> Lower</p> <p> Higher</p>

(Secondary Year Levels)

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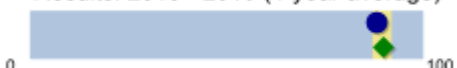



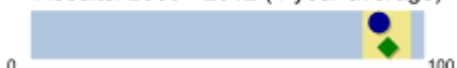
Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Relative Growth Year 5 - Year 7</b></p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN relative growth is determined by comparing 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). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p><b>NAPLAN Relative Growth Year 7 - Year 9</b></p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN relative growth 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). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>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.</p>		<p> Lower</p> <p> Lower</p>

Students in 2013 who satisfactorily completed their VCE: **100%**  
 Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: **8%**  
 VET units of competence satisfactorily completed in 2013: **71%**  
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: **100%**

(Secondary Year Levels)




## Performance Summary





Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison												
<p><b>Student Attendance</b></p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="568 786 1024 880"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>87 %</td> <td>92 %</td> <td>95 %</td> <td>92 %</td> <td>99 %</td> <td>90 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	87 %	92 %	95 %	92 %	99 %	90 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
87 %	92 %	95 %	92 %	99 %	90 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>												
<p><b>Students exiting to further studies and full-time employment</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>												

(Secondary Year Levels)

## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Lower</p> <p> Lower</p>

# How to read the Performance Summary 2013

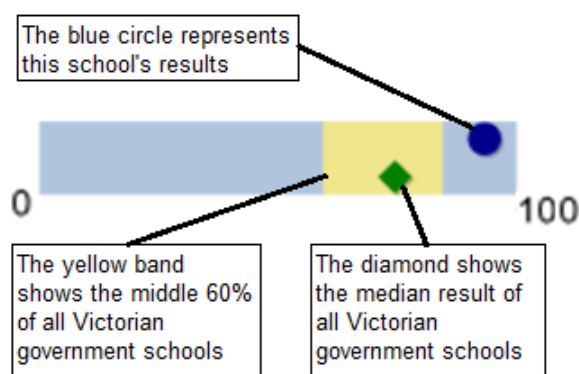
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

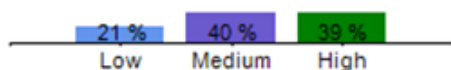
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

### Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$470,414
Government Grants Commonwealth	\$5,403
Revenue Other	\$21,470
Locally Raised Funds	\$81,798
<b>Total Operating Revenue</b>	<b>\$579,085</b>

Funds Available	Actual
High Yield Investment Account	\$214,640
Official Account	\$54,486
Other Accounts	\$79,011
<b>Total Funds Available</b>	<b>\$348,137</b>

Expenditure	
Books & Publications	\$4,935
Communication Costs	\$6,188
Consumables	\$52,324
Miscellaneous Expense	\$51,047
Professional Development	\$12,968
Property Maintenance	\$222,244
Salaries & Allowances	\$61,243
Trading & Fundraising	\$9,701
Travel & Subsistence	\$52,475
Utilities	\$47,057
<b>Total Operating Expenditure</b>	<b>\$520,182</b>

Financial Commitments	
Operating Reserve	\$20,000
School Based Programs	\$298,388
Maintenance -Buildings/Grounds incl SMS>12 months	\$29,749
<b>Total Financial Commitments</b>	<b>\$348,137</b>

**Net Operating Surplus/-Deficit** **\$58,903**

**Asset Acquisitions** **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

### Financial performance and position commentary