



Department of Education and  
Early Childhood Development

# 2012 Annual Report to the School Community

Lake Bolac College  
School Number: 0854



#### Lake Bolac College - *'Rigour in Learning'*

We believe that genuine endeavour 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 travellers 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. In 2012 the College had 21.0 equivalent full time staff; 1 Principal, 16 teachers and 4 Education Support Staff.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Overall the student learning achievement at Lake Bolac College is similar to / or above 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 ranged for schools with similar background characteristics. Our English and Maths performance currently sits within the predicted range, varying between the similar and higher ranges, as they have done over the past four years. Our NAPLAN results at Yrs 3, 5, 7 and 9 also sit within the expected range again varying between the similar and higher ranges with some exceptions. While we acknowledge the need for an increased focus on Reading at Yr 3, we are particularly pleased with the NAPLAN outcomes in Yr 7 Numeracy, which sit well above the expected range.</p>	<p>The School's outcomes in the area of Engagement and Well-being are below the state median but still within the middle 60% range. Student attendance is within the expected range across the college and equal with 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>Student attitude survey data has been improving and compares very positively with that of schools with students with similar characteristics in the post primary years, sitting equal with the state median but is below the state average and predicted range for Years 5&amp;6.</p> <p>Student Engagement and Wellbeing is at the centre of our teaching and learning focus where we actively work toward achieving a quality learning experience for the students. Our work on 'Powerful</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 2012. 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. 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 2012.</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. We will continue to focus on improving the tracking of student progress from year level to year level. This has been achieved by using assessment FOR learning, Individual Pathways Plans, Individual Learning Plans (ILPs) and the digging</p>

<p>VCE performance on a four year average is equal with the state median and in 2012 we have managed to improve our results to sit slightly above the state median. We achieved 100% completion rates in VCE, VET and VCAL. 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>Learning in Engaging Classrooms' takes into account the individuals needs and is centred around developing a greater understanding of the individual student's skills and their future individual learning needs. Our focus has been to establish a whole College approach for promoting learning through the building of positive relationships.</p>	<p>deeper computer tracking system for all on-demand learning data.</p> <p>In 2012 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>
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For more detailed information regarding our school please visit our website at

[www.lakebolacc.vic.edu.au](http://www.lakebolacc.vic.edu.au)

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

# Financial Performance and Position

<b>Financial Performance – Operating Statement Summary for the year ending 31st December, 2012</b>		<b>Financial Position as at 31st December, 2012</b>	
<b>Revenue</b>	<b>2012 Actual</b>	<b>Funds Available</b>	<b>2012 Actual</b>
Departmental Grants	\$465,283	High Yield Investment Account	\$200,945
Commonwealth Government Grants	\$5,103	Official Account	\$19,894
State Government Grants	\$0	Other Bank Accounts (listed individually)	
Other	\$32,246	Term Deposit	\$75,434
Locally Raised Funds	\$72,891	(insert)	\$
<b>Total Operating Revenue</b>	<b>\$575,523</b>	(insert)	\$
<b>Expenditure</b>		(insert)	\$
Salaries and Allowances	\$54,350	(insert)	\$
Bank Charges	\$89	(insert)	\$
Consumables	\$42,560	<b>Total Funds Available</b>	<b>\$296,273</b>
Books and Publications	\$3,415	<b>Financial Commitments</b>	<b>2012 Actual</b>
Communication Costs	\$6,112	School Operating Reserve	\$54,837
Furniture and Equipment	\$101,165	Assets or Equipment Replacement <12 months	\$30,000
Utilities	\$39,151	Capital – Building/Grounds including SMS <12 months	\$66,000
Property Services	\$70,937		\$
Travel and Subsistence	\$0	Maintenance – Building/Grounds including SMS <12 months	\$60,000
Motor Vehicle Expenses	\$32		\$
Administration	\$6,888	Beneficiary / Memorial Accounts	\$
Health and Personal Development	\$218	Co-operative Bank Account	\$
Professional Development	\$5,452	Revenue Received in Advance	\$
Entertainment and Hospitality	\$718	School based programs	\$82,000
Trading and Fundraising	\$9,924	Region / Network / Cluster Funds	\$
Support / Service	\$1,486	Provision Accounts	\$
Miscellaneous	\$45,202	Repayable to DEECD	\$
<b>Total Operating Expenditure</b>	<b>\$387,699</b>	Other Recurrent Expenditure (Accounts Payable)	\$3,436
<b>Net Operating Surplus/-Deficit</b>	<b>\$187,824</b>	Assets or Equipment Replacement >12 months	\$
<b>Capital Expenditure</b>	<b>\$0</b>	Capital - Building / Grounds including SMS >12 months	\$
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		Maintenance - Building / Grounds including SMS >12 months	\$
		<b>Total Financial Commitments</b>	<b>\$296,273</b>

## Financial performance and position commentary

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