

2023 Annual Report to the School Community

School Name: The Lakes South Morang College (8846)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 12 March 2024 at 03:17 PM by Bonnie Lee (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 20 March 2024 at 12:53 PM by Amanda Farrelly (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Learning

- English and Mathematics for Teacher Judgements against the Victorian Curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

'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.

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 disabilities 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

Victorian Senior Secondary Certificate

The Victorian Senior Secondary Certificate section has been revised to include the newly introduced VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level. Additionally, two new measures will report the number of students that were awarded either the VCE Vocational Major or the Victorian Pathways Certificate.

About Our School

School context

The Lakes South Morang College's motto, *Aspire to Inspire*, along with the values of *Learning, Leadership, Teamwork* and *Respect*, underpin all that the College aims to achieve. The College, a dual campus school (primary/secondary) of approximately 700 students, is situated in the outer-northern corridor of the City of Whittlesea, Melbourne, Victoria. Our College recognises the importance of partnership with parents/carers, and through this we acknowledge a shared commitment to, and a responsibility for, supporting student learning, engagement and wellbeing. The College is committed to providing a safe, supportive and inclusive environment for all members of our College community, and our teaching and learning programs promote the principles of tolerance, understanding, democracy and inclusion.

The College vision focusses on four key pillars for success: academic rigor; high expectations; school pride; and, a positive climate for change in our community.

Academic Rigor:

- Commitment to every student making 12 months learning growth annually.
- Provision of Learner Coaches who hold a strategic commitment to explicitly focus on individual student growth with parents/carers as key partners in the learning experience, ensuring that learning as a priority is enabled both at school and at home.
- Provision of student leadership opportunities and formal training, including: SRC; Peer Support; College feedback groups; work experience; further studies through VET and Melbourne Polytechnic; local Council initiatives; future careers forums; and excursions and camps.

High Expectations:

- Key performance data and indicators are shared with the College community and are used to identify improvement strategies for each campus, resourced through funding specific to the targets set in the Annual Improvement Plan.
- Individual Education and Pathway Plans are developed for each student, guiding their learning and progression through each year, supported by continuous reporting methods to both students and families, so that they have real-time information and ownership of learning progress.
- Student learning, wellbeing and engagement initiatives are underpinned by an invested College community that owns and drives the programs, affirmed by an active School Council that is the leading voice of the community, advocating: school pride; a positive climate for change; and, upholding protocols and processes that set the standard of high expectation across the College.

School Pride:

- College facilities are regularly upgraded to support high-quality and contemporary learning environments.
- College communications are curated to provide transparency of purpose and process. These include: Principal Newsletters; *Aspire Magazine*; social media presence; website; *Compass*; and, College notice boards.
- Celebration and recognition of learner achievement, which include: student and staff achievement awards; Year 6 and Year 12 College Valedictorians; and Alumni.
- Committed College community aligned to our College goals, that believe in our students and want to make a difference to their education.

Positive Climate for Change in our Community:

- Strategic communication of our changing College narrative within our local community to: strengthen College values; celebrate student success and academic rigor; and, build community connections with business, prominent community members and long-standing College partners.
- Increased involvement opportunities for parents/carers in school voice, fundraising, classroom support, facilities maintenance and curriculum program involvement.
- Enhanced transition programs from K-P and Years 6-7 to ensure students at these levels are well equipped and ready for change.
- Advocacy work to actively engage and present the College journey, vision and successes at key events, conferences and workshops organised by DE.

The College community is diverse, with a representative mix of many cultures, comprising 30 language groups and 180 students from EAL backgrounds. The College Student Family Occupation (SFO) index is 0.4472 and the Student Family Occupation & Education (SFOE) index score is 0.4472. In 2023, the College employed 99 staff members, comprised of: three Principal Class Officers; 62 teachers; and 34 Education Support staff. 20 teachers and 17 Education Support staff members worked in a part time capacity. The College employs one staff member who is of Aboriginal or Torres Strait Islander background.

Leadership has been strategically devised to cater equally for both campuses, embodying consultative and transparent models of shared responsibility and distributive leadership to enable approaches that provide strong foundations for improving student learning

across the College. This includes: a College Principal; two Campus Principals; two Leading Teachers - Teaching & Learning; three Learning Specialists - Learner Agency & Engagement; and, one Learning Specialist - Disability Inclusion. Roles are aligned to DE FISO 2.0 dimensions for effective implementation of human and physical resources. Evolution of the staffing mix has led to increasingly experienced teachers with professional maturity - reflected in the number of teachers who are now in the band two classification range.

Progress towards strategic goals, student outcomes and student engagement

Learning

Literacy:

Reflecting on a range of literacy related data for 2023, there are significant areas for pride in the achievements of both the students and teachers. The five-year NAPLAN trends in Year 3 have shown an increase in the mean for all areas of literacy. There have been significant improvements in the Year 3, 5, 7 and 9 NAPLAN data especially with Reading. Based on the 2022 data, students identified as requiring intervention in literacy were targeted to participate in the Tutor Learning Initiative program during 2023. The Primary Campus focussed on implementing the MiniLit Intervention program for targeted Year 1 and Year 2 students and the MacqLit intervention program for targeted Year 3-6 students. Teachers continued to engage in professional discussion and reflection to ensure teaching is occurring at students point of need. Professional learning for both writing and reading continued on the Primary Campus with the main focus on developing teacher knowledge around the 6+1 Writing Traits.

Numeracy:

Reflecting on a range of numeracy related data for 2023, there were significant areas for pride in the achievements of students and staff. The NAPLAN data showed significant improvements with 95% of Year 3 and Year 5 students at or above the minimum national standard. Teachers continued to plan and use the agreed instruction model. Teachers planned for differentiation in their classroom programs to cater for individual student needs within their cohort. Based on the Primary numeracy data, The Lakes had significant number of students who were working at or above the expected level for Numeracy. Using 2022 data, students who were working slightly or well above the expected level were identified to participate in the 2023 Tutor Learning Initiative extension program and VHAP program, as well as targeting students who are working below the level for math's intervention. The Primary Math Specialists continued to work with staff to develop their capacity and knowledge of the best teaching practices, how to cater for differentiation within the classroom and how to target teaching to students point of need through professional learning and coaching. The Teaching and Learning FISO 2.0 focuses on responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities. The goal for 2023 was learning, catch up and extension.

On the Primary Campus, small group and whole class Literacy and Numeracy sessions occurred daily and catch up focus groups for students taking part in the tutor program continued with three weekly sessions. Teacher and tutor group sessions were delivered at the point of need of each small group based on the most current assessment data. This ensured that students continued to build on their knowledge and skills. Students requiring extension took part in mathematics and writing focus groups on a weekly basis. The Primary Campus continued to embed practice of 'Reading Sprints' to improve student reading data using the FISO improvement cycle where students were identified, targeted and monitored with improvements/progress which enabled growth in overall literacy data across all year levels. Teachers continued to develop their professional knowledge of best practice in reading and writing.

The College Learning goals are linked to the following evidence:

1. NAPLAN: results are reported against proficiency standards, with student achievement shown against 4 levels of proficiency. There is a standard for each assessment area at each year level. This replaces the previous numerical NAPLAN bands and national minimum standards. The NAPLAN measurement scale and time series have also been reset. Additionally, the testing period was moved into Term 1, significantly earlier in the Year than previously held. Due to the move away from bands there is no growth data available.

NAPLAN data indicates the following percentage of students are in the strong and exceeding bands. The Year 9 results are the best results ever achieved at The Lakes.

	Reading	Writing	Grammar and Punctuation	Spelling	Numeracy
Year 3	65% Above similar and network schools	72%	47%	49%	55%
Year 5	71%	65%	48%	69% At state average	62% Above network schools
Year 7	46%	43%	31%	51%	31%

Year 9	74% Exceeding state, network and similar schools	58% Exceeding state, network and similar schools	73% Exceeding state, network and similar schools	56% Exceeding state, network and similar schools	61% Exceeding state, network and similar schools
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All students identified as “Needing Additional Assistance” received intensive intervention as part of the MYLNS and TLI programs at all relevant year levels.

2. Teacher Judgement: Teacher judgement data for Semester 2 indicated that:

Literacy

- 17% of students from Prep to Year 10 were performing at least 6 months above expected level in Reading and viewing, 14% in Writing and 14% in Speaking and Listening.
- 75% of students were at expected level in Reading and Viewing, 78% in Writing and 79% in Speaking and Listening
- 7% of students were 12 months or more below expected level in Reading and Viewing, 5% in Writing and 6% in Speaking and Listening

Number and Algebra

- Prep to Year 10 12% of students were performing at least 6 months above expected level. 73% of students were at expected level and 15% of students were 12 months or more below expected level.

Interventions for low performing students included the MYLNS program at Years 8,9 and 10 in both literacy and numeracy. The Tutor Learning Initiative on both Primary and Secondary in both Literacy and Numeracy showed good results in moving students who were deemed ‘at risk’ based on lower than expected growth from 2021 to 2022 to be at level and in some cases above level.

3. VCE Results:

In 2023 we had 20 students undertake the VCE, of these 12 completed at least one scored VCE subject. We had a total of 8 students undertake the final year of their VCAL Senior Certificate. Our students have chosen a range of options upon completing Year 12. 50% of our students are looking for or have found employment for this year, either as an apprentice, trainee or full-time employee. To ensure smooth transition, students received additional career counselling with MAS National, AGA or JobCo about what direction to take. Students in this category also took opportunities for Structured Workplace Learning or School Based Apprenticeships and Traineeships throughout the year. 40% of our students chose to apply through VTAC to a tertiary institute and whilst majority received offers from La Trobe University, students also received offers from RMIT, Swinburne University and Victoria University. 40% of students successfully applied to early entry schemes offered by Universities or TAFE providers and received offers to these courses.

Wellbeing

In 2023, the Primary Campus further solidified its core School-Wide Positive Behaviour Supports practices and processes. The program delved into essential classroom strategies and refined staff comprehension of tiered support levels. Consistency in positive reinforcement methods increased, as evidenced by enhanced data outcomes. Several Tier 3 support measures were implemented, offering opportunities for reflection and improvement. Our Social and Emotional Learning (SEL) curriculum worked towards a targeted balance between Respectful Relationships and SWPBS principles. There was an increased investment in the Mental Health Youth Worker program, leading to personalised support strategies, improved engagement with families, and fruitful collaborations with external agencies. Survey data from Year 4 and 5 students regarding key Student Agency domains—such as connectedness, school safety, and a sense of belonging—demonstrated positive trends. Overall, The College community took great pride in its ability to identify students' social and emotional needs and provide tailored support to meet diverse requirements.

Throughout 2023, the Secondary Campus embarked on a mission to transform the community's mindset and communication by incorporating practices that highlight positive values, thus improving working relationships and bolstering the Behaviour Development Model. This deliberate shift towards endorsing positive behaviors and encouraging wise decisions among both staff and students cultivated an environment that was more focused, peaceful, and unified. The efforts were reflected in the Secondary AToSS data showcasing scores that are higher or on par with similar schools in areas of Sense of Connectedness, Emotional Awareness and Regulation, and Resilience. Supported by the Wellbeing team, the campus continued to offer a variety of significant programs, including lunchtime/afterschool clubs and social/emotional groups. In partnership with external organisations, a wide range of initiatives was introduced, such as REACH's social and emotional learning programs for Years 6-10, which concentrate on peer relationships, connection, and respect. Year 9 boys participated in two sessions of the Man Cave program, whereas Year 9 girls benefited from three sessions of The Big Sister Experience, thanks to funding from Student Youth Services. Additionally, staff professional development remained focused on self-care and maintaining a healthy balance between work and personal life. 2023 saw full implementation of the Mental Health Fund, drawing from Teir 1, Teir 2 and Teir 3 interventions, resourcing and supports. Through this, the College saw the Wellbeing & Engagement team deliver individual, targeted, small-group and universal supports implemented in both learning and engagement. This included sessions delivered by the wellbeing team, but also saw the College partner with external organisations. Professional Development activities and student experiences delivered include:

- High Impact Wellbeing Strategies training

- Mental Health Fund Training
- Disability Inclusion Training
- Youth Mental Health First Aid training
- Quarterly wellbeing training – Self-care, the Third Space, Understanding Behaviours
- Wellbeing conference (QLD and Melbourne)
- Shine Girl
- Sports Program
- The Man Cave
- The Big Sister Experience
- The Koori Program
- The REACH Foundation
- The Rainbow Group
- YRO sessions - Assault & The Law
- Hands on Learning Program
- Helping Teens Transitioning into Adulthood session
- Puberty session for families
- Student voice forums
- Grade 5/6 Health Sessions
- SWPBS & RR
- RRRR - health curriculum
- YNOT Drop in space (AOD support)
- Bullying No Way
- Eric Agyeman - re. bullying
- R U Ok Day stall
- Wear it Purple Day & IDAHOBIT Day

Engagement

Student engagement is a cornerstone of educational philosophy and pedagogy at The Lakes South Morang College. The College prioritises creating an inclusive and supportive learning environment by continuously refining strategies that foster active participation and engagement among students. Our commitment extends to the development of innovative and student-centric approaches, which has seen Student Agency shift to the fore in 2023. By integrating best practices in student engagement, such as incorporating diverse and interactive learning activities, promoting open communication, and recognising individual strengths, we strive to cultivate a culture of curiosity and lifelong learning. The Lakes South Morang College places a significant emphasis on fostering student engagement by cultivating authentic relationships with students, with a specific focus on educating the whole student. This commitment is demonstrated through regular communication with parents/carers and the establishment of genuine connections with students.

2023, student-led discovery interviews were introduced on both campuses to gather valuable insights into student interests, concerns, and priorities. Students actively shared their feedback with staff during a staff meetings, fostering collaborative discussions on ways to co-design and enhance the overall student experience. To further amplify student voices, quarterly whole-school student voice sessions were conducted, providing an open platform for students to express their thoughts to College staff. On the Secondary Campus, this initiative was extended with the creation of a Student Voice channel and a Campus Bulletin channel on the College's preferred platforms. These channels served as both a platform for students to share ideas and a communication tool to relay important Campus-specific information to students.

Connectedness, student safety and high expectations remained high priorities for the College throughout 2023.

The Attitudes to School Survey revealed:

1. Exceptional results for Years 4-6, & 7-9 in regard to the College having high-expectations of success for students
2. Exceptional results for Years 4-6 in regard to a sense of connectedness at the College
3. Exceptional results for Years 4-6 & 7-9 in relation to student safety and having an advocate at school

Fostering student engagement at the College takes a multifaceted approach, whereby various strategies are engaged to cultivate a dynamic and participatory learning environment. This is supported by the embedment of School-Wide Positive Behaviour Supports across both campuses in addition to learning catch-up and enhancement and pathway planning for learning. The College resourced: catch up programs, such as TLI and MYLNS; enhancement programs, such as VHAP, VIA, Early-Entry VCE, Early-Entry VET; and, pathways supports, such as Careers and Pathways curriculum and counselling, Invogor8, Trade-taster courses, VCE, VET and VM. Attendance data for 2023 highlighted students who had 20 or more days absent from school had decreased on the Primary Campus by 7%, and had remained stable on the Secondary Campus. To assist with attendance, the College reviewed and refined processes

of communicating absence to families, and also engaged in strategies to enhance attendance across the College, including: modified and individualised timetables for students, remote learning plans for students, and return to school plans for those who were significantly disengaged from schooling.

Other highlights from the school year

The transformation of School Council with a renewed focus on parent/carer involvement in learning has been a cultural shift for the College. All delegates on Council adhere to set protocols of behaviour and attitude, adopting a positive, problem-solving mindset, which enable the College and parents/carers to address concerns and seek solutions/resolutions collaboratively. The primary objective of the Council is to raise and review "hot topics" initiated from any member of our educational community to allow for discussion and resolution to occur in a formal environment and in a timely and authentic manner.

School Council throughout 2023 accomplished many feats. School Council members were appointed to the selection panel for the formal recruitment and appointment of Bill Panas as the College Principal. Bill's leadership and vision had an immediate impact on the College, with significant attention to improving high expectations, academic rigour, school pride and community connections. Additionally, significant facility upgrades were delivered by School Council in 2023, including: landscaping and new carpeting on both campuses; installation of CCTV cameras on Secondary; wall partitions on Secondary; glass partitions on Primary and Secondary; and, refurbishment of the toilets on Primary. Notably, these facilities works not only created new and usable spaces for students, but they also helped to present a fresh new look for our local community.

Another goal of School Council and the wider College community for 2023 was to engage with families to co-create a strong sense of community. The re-establishment of a Fundraising Subcommittee, together with a successful inaugural Parent/Carer Engagement Survey, provided School Council and the College Leadership Team with insights into the College experience.

According to the Australian Parents Council, "building social capita is everyone's business." Some key evidence on progress on community engagement is as follows:

- Day One Meet & Greet Day Parent/Carer Attendance to support student IEP development/ Up 30%
- VCE Parent/Carer Information Session/ Up 67%
- POS Participation & Involvement/ Up 16%
- POS School Communications/ Up 16%
- POS School Pride & Confidence/ Up 8%
- SSS Collective Focus on Student Learning/ Up 18%
- SSS Parent & Community Involvement/ Up 9%
- SSS Guaranteed & Viable Curriculum/ Up 25%

Noteably, almost all Staff Survey targets in the College SSP 2022-2026 have already been met/exceeded.

Research from the Australian Government highlights school communities that have positive and active parent/carer involvement/engagement lead to increased student and staff engagement, enjoyment, motivation, and, increased academic achievement. Throughout 2023, The Lakes South Morang College has embraced collaboration opportunities with our parents/carers as partners in learning, emphasising that joint efforts are required to enhance, elevate and enable a successful learning experience for all students. For our College, this shift towards, and emphasis on, collaboration has supported a transformation and a dynamic partnership to develop within our College community, ensuring actionable involvement opportunities for parents/carers in their child's learning.

The Leadership team has been recognised for their work in family partnerships in learning throughout 2023. As a result, an invitation was received and accepted to present at the 2024 NEMA Principal Forum and a New Zealand, Aotearoa, Education Department Study Tour of Victoria. Furthermore, this has also resulted in significant interest from other Victorian and New Zealand, Aotearoa, schools for further information and support on adopting deeper parent/carer agency and engagement strategies in their respective schools.

Financial performance

The Lakes South Morang College aligns the management of financial resources to the School Strategic Plan and Annual Implementation Plan. The College maintained a sound financial position throughout 2023, allowing the College to allocate funds to support school programs and build capacity in the areas of learning and wellbeing. Further to this, funding also supported the implementation of numerous professional learning sessions in the following areas: Developing a Positive Learning P-12 culture, Numeracy Education and Student Agency (Amplify) - all key targets of the College's Annual Implementation Plan.

The Financial Performance and Position Report demonstrated an end of year surplus of \$419 950. Surplus funds were used to support the achievement of educational outcomes and operational needs of the school, consistent with Department Policies, School

Council approvals and the intent/purposes for which funding was provided or raised. This surplus was generated through external grants; Federal and Local Government initiatives; fundraising; and strong financial planning. The grants strengthened our programs and supported our learning community.

Equity funding, \$306 520, was directed to the most vulnerable students providing for smaller, targeted learning groups to improve student literacy and numeracy. It also contributed towards the implementation of numerous professional learning sessions for staff. The Middle Years Literacy and Numeracy Support (MYLNS) Program was funded at \$49 061 which was allocated to teachers working with targeted students. It also funded teachers to provide professional learning and coaching to staff for the implementation of learning strategies.

The Tutor Learning Initiative was funded at \$204 934 and this was allocated to teachers who tutored identified students in literacy and numeracy.

Disability Inclusion, \$108 813, was introduced as new funding and a support model for Students with Disability. This funding provided additional resources that further strengthened school capacity (staff time and resources) and capability (staff skills and knowledge), to better meet the needs of Students with Disability.

The Mental Health Fund, \$53 550 and Mental Health Practitioners Initiative, \$32 156, supported the College to employ Youth Workers across both campuses, a Mental Health Practitioner and run various wellbeing programs from external providers throughout the 2023 school year, enabling enhanced student engagement and wellbeing across the College.

The College consistently identified opportunities for the distribution and allocation of funds, enabling the College to continue to develop contemporary learning facilities and introduce initiatives that drive learning beyond the classroom

For more detailed information regarding our school please visit our website at www.thelakes.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 2.0 (FISO 2.0).

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 669 students were enrolled at this school in 2023, 301 female and 366 male.

27 percent of students had English as an additional language and 3 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).

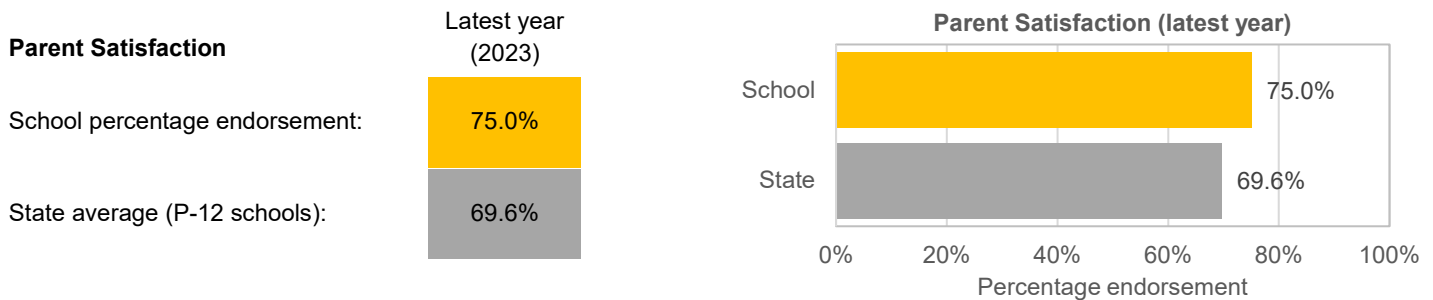
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

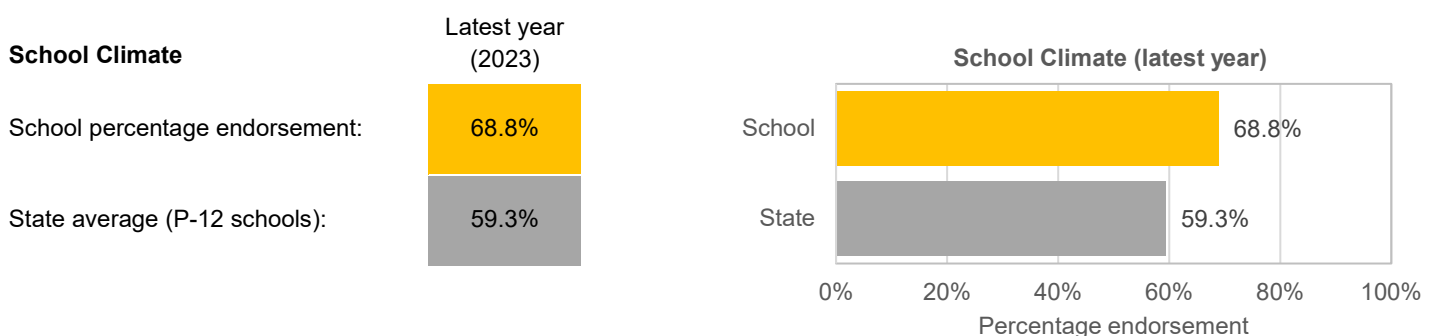


School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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.



LEARNING

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

**English
Years Prep to 6**

Latest year
(2023)

School percentage of students at or above age expected standards:

NDA

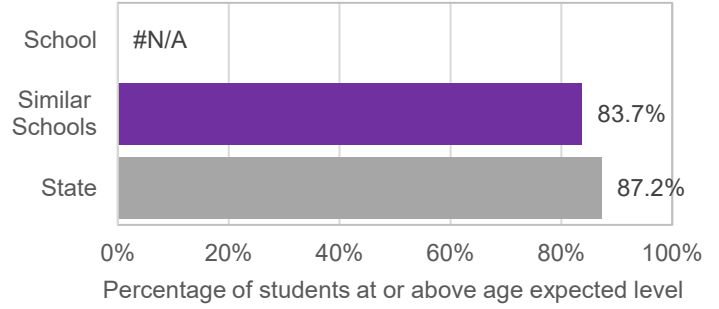
Similar Schools average:

83.7%

State average:

87.2%

**English (latest year)
Years Prep to 6**



**English
Years 7 to 10**

Latest year
(2023)

School percentage of students at or above age expected standards:

NDA

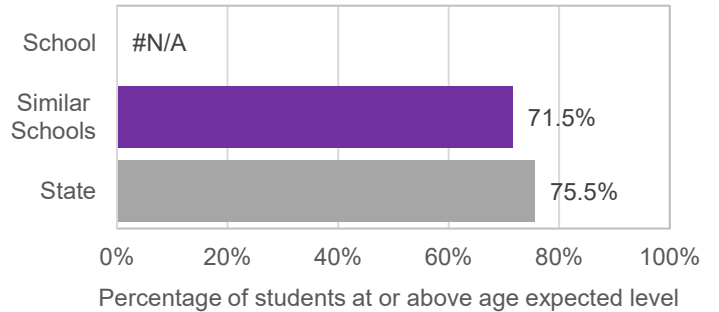
Similar Schools average:

71.5%

State average:

75.5%

**English (latest year)
Years 7 to 10**



**Mathematics
Years Prep to 6**

Latest year
(2023)

School percentage of students at or above age expected standards:

NDA

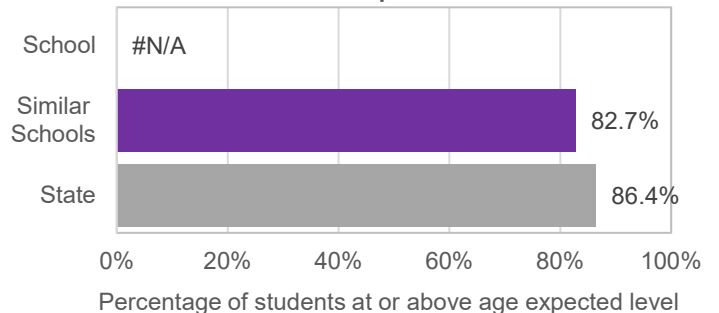
Similar Schools average:

82.7%

State average:

86.4%

**Mathematics (latest year)
Years Prep to 6**



**Mathematics
Years 7 to 10**

Latest year
(2023)

School percentage of students at or above age expected standards:

NDA

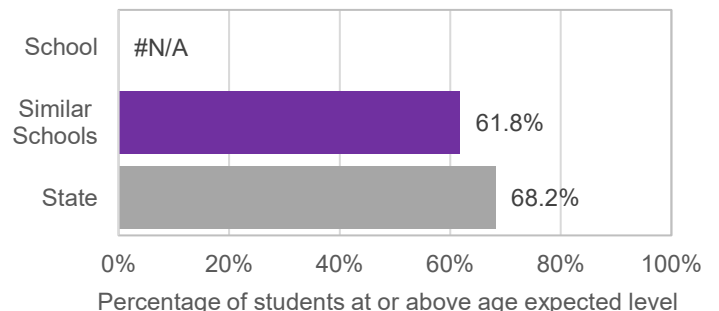
Similar Schools average:

61.8%

State average:

68.2%

**Mathematics (latest year)
Years 7 to 10**



LEARNING (continued)

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.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.7%

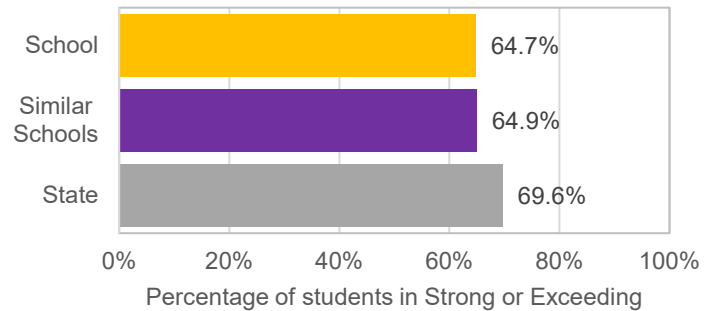
Similar Schools average:

64.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.2%

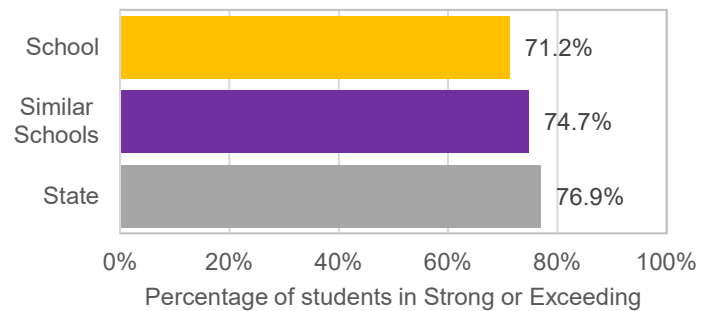
Similar Schools average:

74.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Reading Year 7

Latest year (2023)

School percentage of students in Strong or Exceeding:

46.0%

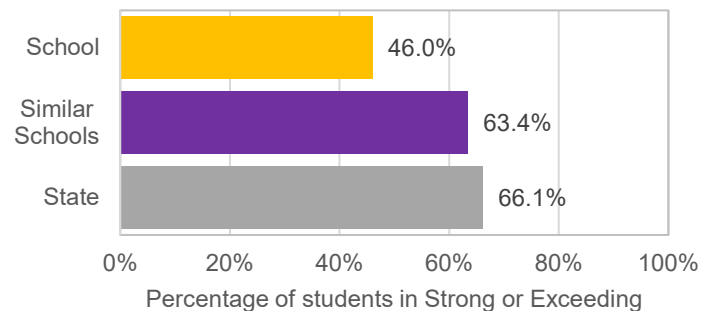
Similar Schools average:

63.4%

State average:

66.1%

NAPLAN Reading (latest year) Year 7



Reading Year 9

Latest year (2023)

School percentage of students in Strong or Exceeding:

73.8%

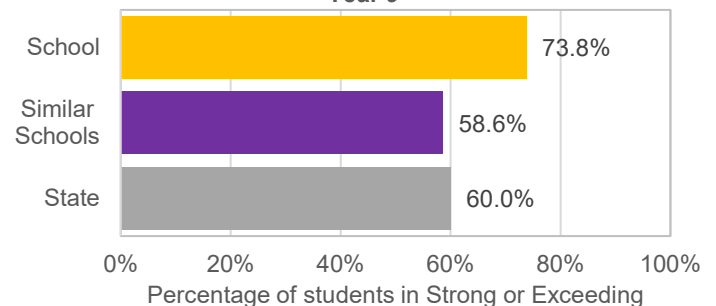
Similar Schools average:

58.6%

State average:

60.0%

NAPLAN Reading (latest year) Year 9



LEARNING (continued)

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.

NAPLAN (continued)

**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

54.9%

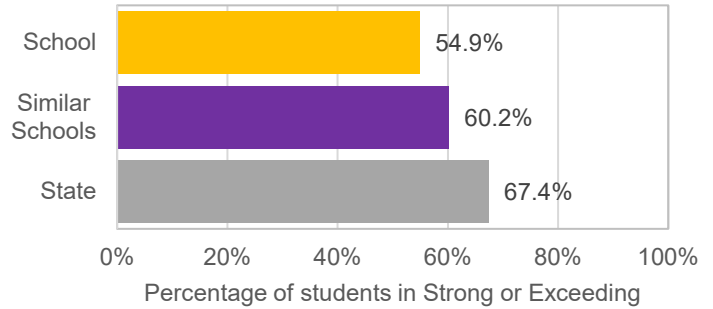
Similar Schools average:

60.2%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

61.5%

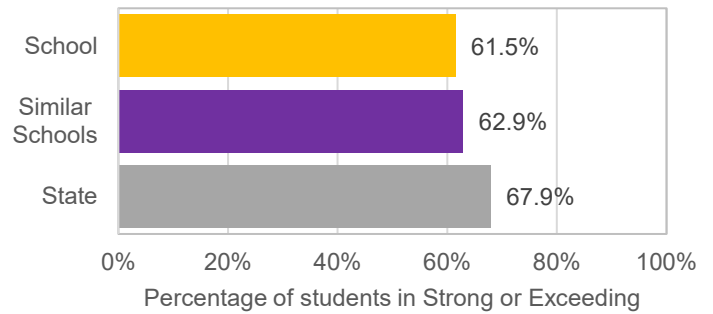
Similar Schools average:

62.9%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



**Numeracy
Year 7**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

30.6%

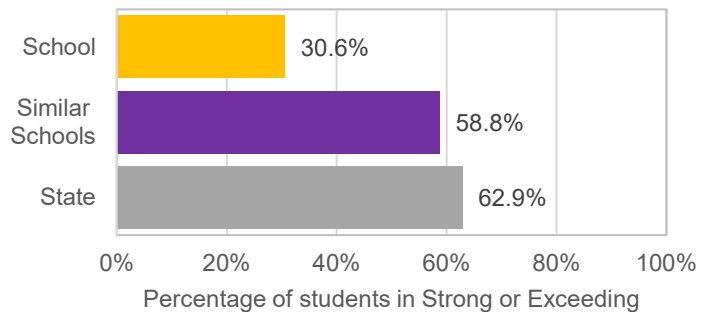
Similar Schools average:

58.8%

State average:

62.9%

**NAPLAN Numeracy (latest year)
Year 7**



**Numeracy
Year 9**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

60.7%

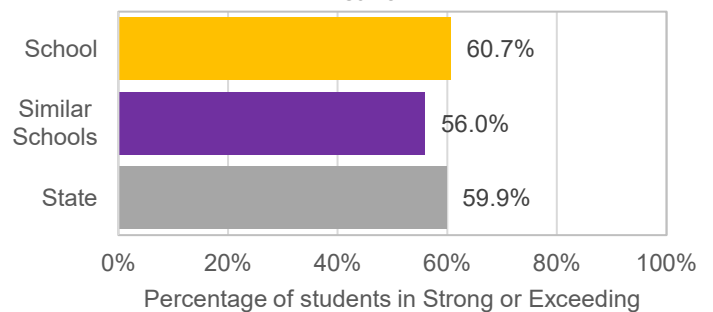
Similar Schools average:

56.0%

State average:

59.9%

**NAPLAN Numeracy (latest year)
Year 9**



LEARNING (continued)

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.

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

66.7%

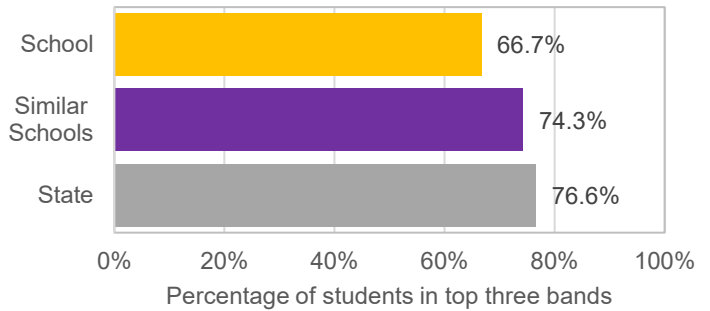
Similar Schools average:

74.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

64.0%

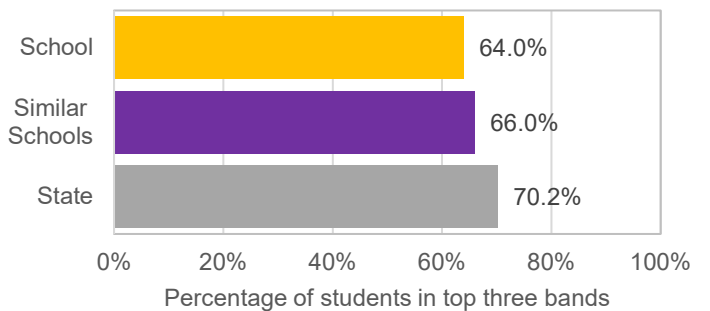
Similar Schools average:

66.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Reading Year 7

Latest year (2022)

School percentage of students in the top three bands:

42.9%

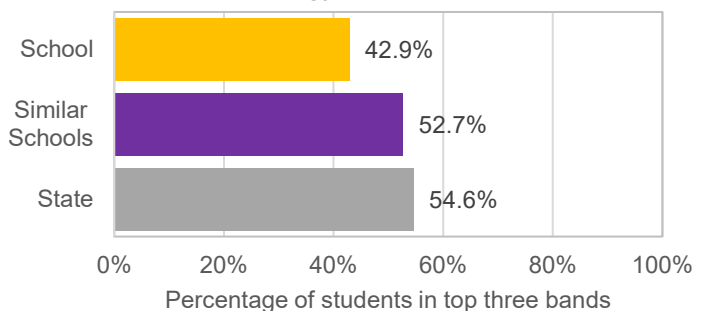
Similar Schools average:

52.7%

State average:

54.6%

NAPLAN Reading (2022) Year 7



Reading Year 9

Latest year (2022)

School percentage of students in the top three bands:

33.3%

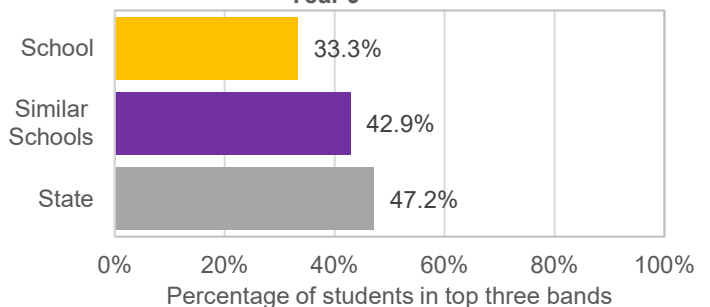
Similar Schools average:

42.9%

State average:

47.2%

NAPLAN Reading (2022) Year 9



LEARNING (continued)

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.

NAPLAN (continued)

Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

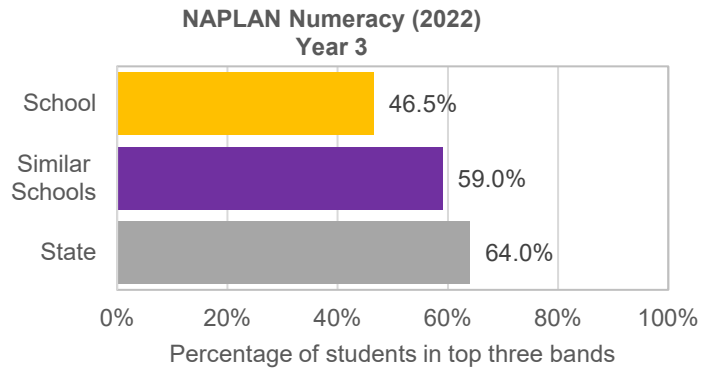
46.5%

Similar Schools average:

59.0%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

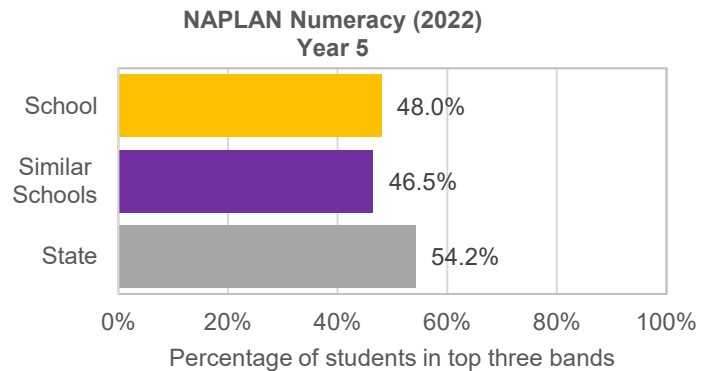
48.0%

Similar Schools average:

46.5%

State average:

54.2%



Numeracy Year 7

Latest year (2022)

School percentage of students in the top three bands:

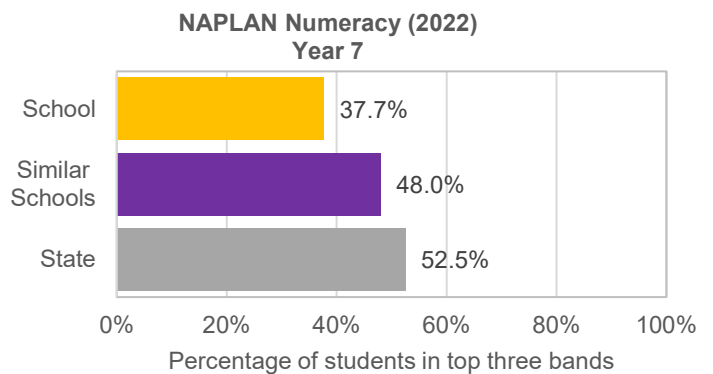
37.7%

Similar Schools average:

48.0%

State average:

52.5%



Numeracy Year 9

Latest year (2022)

School percentage of students in the top three bands:

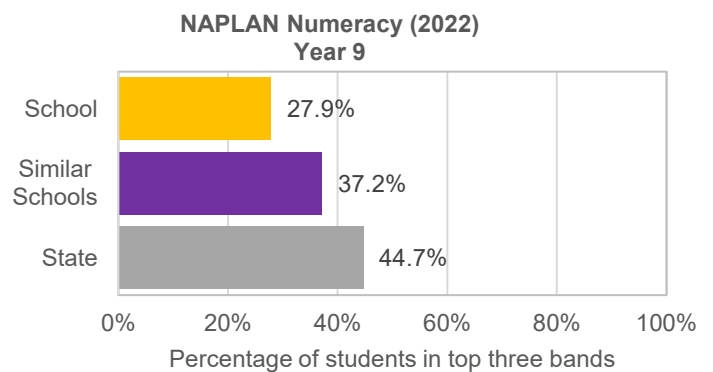
27.9%

Similar Schools average:

37.2%

State average:

44.7%



LEARNING (continued)

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.*

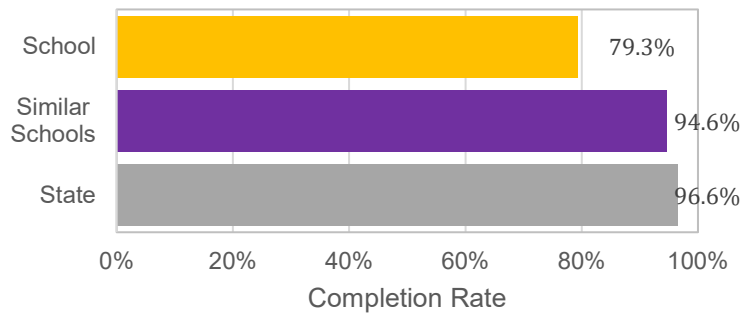
Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VM), a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

Note that as of 2023, the Victorian Senior Secondary Certificate completion rate includes the VCE including the VCE Vocational Major.

Victorian Senior Secondary Certificate	Latest year (2023)	4-year average
School completion rate:	79.3%	82.8%
Similar Schools completion rate:	94.6%	95.8%
State completion rate:	96.6%	97.1%

Victorian Senior Secondary Certificate (latest year)



Mean study score from all VCE subjects:

25.9

Number of students awarded the VCE Vocational Major

6

Number of students awarded the Victorian Pathways Certificate

NDA

Percentage Year 12 students in 2023 undertaking at least one Vocational Education and Training (VET) unit of competence:

33%

Percentage VET units of competence satisfactorily completed in 2023:

85%

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 percentage 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).

Sense of Connectedness Years 4 to 6

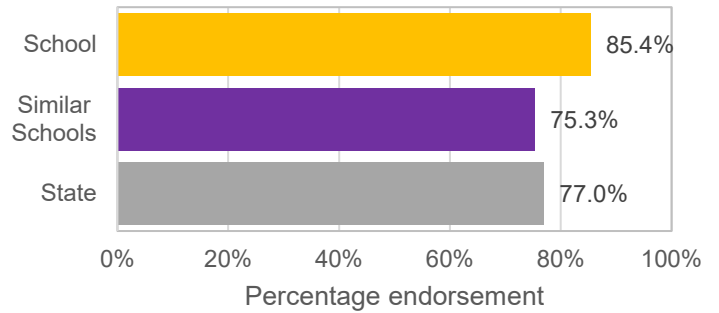
School percentage endorsement:

Latest year (2023)	4-year average
85.4%	82.7%
75.3%	76.8%
77.0%	78.5%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 4 to 6



Sense of Connectedness Years 7 to 12

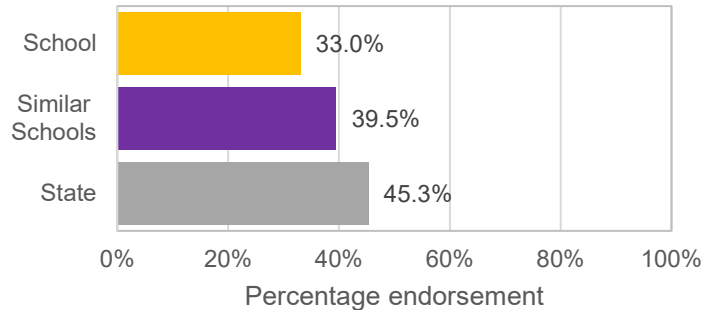
School percentage endorsement:

Latest year (2023)	4-year average
33.0%	40.8%
39.5%	43.9%
45.3%	49.9%

Similar Schools average:

State average:

Sense of Connectedness (latest year) Years 7 to 12



WELLBEING (continued)

Student Attitudes to School – Management of Bullying

The percentage 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).

**Management of Bullying
Years 4 to 6**

School percentage endorsement:

Latest year (2023) 4-year average

81.1%

81.3%

Similar Schools average:

74.4%

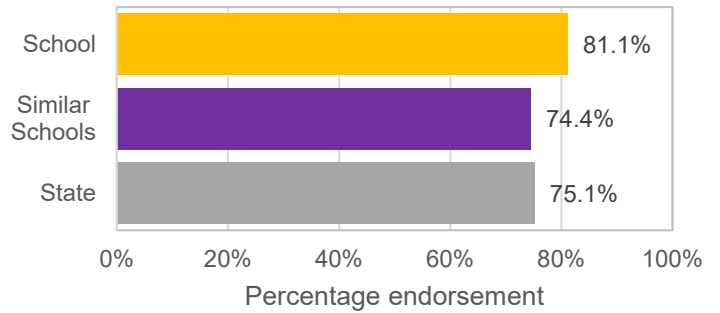
75.5%

State average:

75.1%

76.9%

**Management of Bullying (latest year)
Years 4 to 6**



**Management of Bullying
Years 7 to 12**

School percentage endorsement:

Latest year (2023) 4-year average

32.2%

35.6%

Similar Schools average:

41.3%

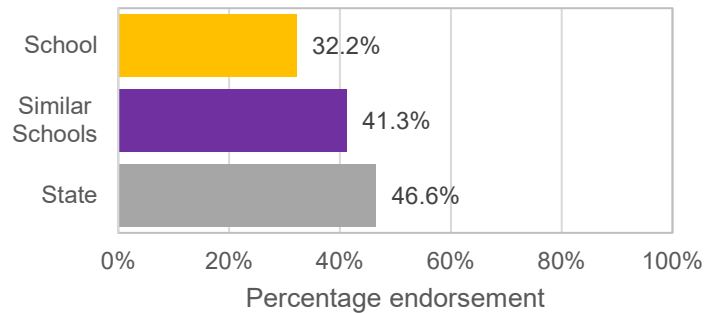
46.2%

State average:

46.6%

51.0%

**Management of Bullying (latest year)
Years 7 to 12**



ENGAGEMENT

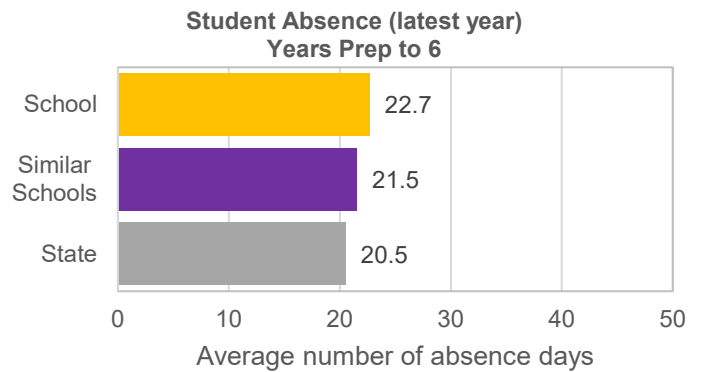
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

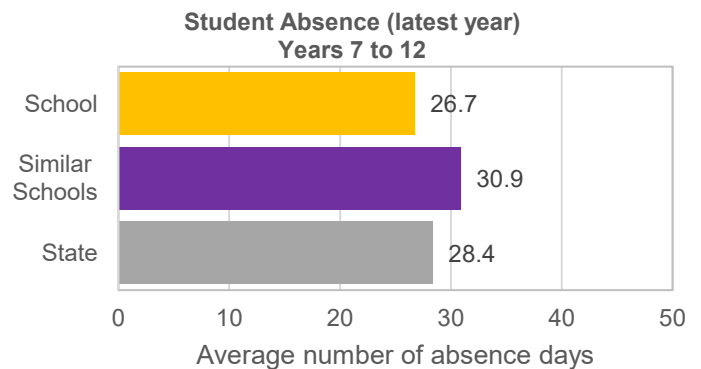
Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	22.7	19.1
Similar Schools average:	21.5	19.5
State average:	20.5	18.1



Student Absence Years 7 to 12

	Latest year (2023)	4-year average
School average number of absence days:	26.7	21.7
Similar Schools average:	30.9	25.6
State average:	28.4	23.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	91%	85%	89%	90%	87%	90%	85%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2023):	85%	85%	84%	83%	97%	98%

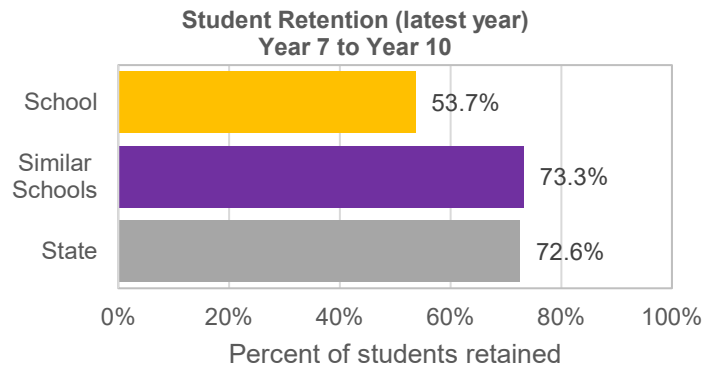
ENGAGEMENT (continued)

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 (2023)	4-year average
School percent of students retained:	53.7%	47.8%
Similar Schools average:	73.3%	71.8%
State average:	72.6%	73.8%



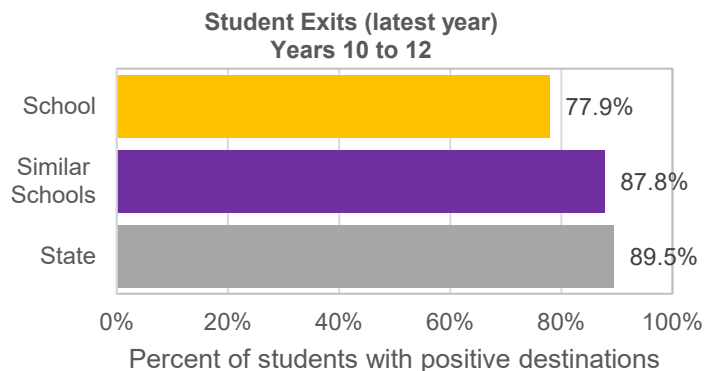
Students exiting to further studies or full-time employment

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 year when students exited the school.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2022)	4-year average
School percent of students to further studies or full-time employment:	77.9%	82.5%
Similar Schools average:	87.8%	88.0%
State average:	89.5%	89.5%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$8,456,609
Government Provided DET Grants	\$1,144,124
Government Grants Commonwealth	\$9,269
Government Grants State	\$0
Revenue Other	\$93,174
Locally Raised Funds	\$269,069
Capital Grants	\$0
Total Operating Revenue	\$9,972,245

Equity ¹	Actual
Equity (Social Disadvantage)	\$277,492
Equity (Catch Up)	\$29,028
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$306,521

Expenditure	Actual
Student Resource Package ²	\$8,051,521
Adjustments	\$0
Books & Publications	\$2,001
Camps/Excursions/Activities	\$128,030
Communication Costs	\$23,348
Consumables	\$220,684
Miscellaneous Expense ³	\$135,944
Professional Development	\$85,000
Equipment/Maintenance/Hire	\$147,526
Property Services	\$392,216
Salaries & Allowances ⁴	\$137,111
Support Services	\$93,444
Trading & Fundraising	\$30,540
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$4,347
Utilities	\$100,584
Total Operating Expenditure	\$9,552,294
Net Operating Surplus/-Deficit	\$419,950
Asset Acquisitions	\$477,311

- (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 19 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$1,071,273
Official Account	\$11,112
Other Accounts	\$0
Total Funds Available	\$1,082,385

Financial Commitments	Actual
Operating Reserve	\$190,668
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$14,000
School Based Programs	\$60,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	\$375,000
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$50,000
Capital - Buildings/Grounds > 12 months	\$360,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,219,668

All funds received from the Department of Education, 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.