

## 2015 Annual Report to the School Community

Lara Secondary College

School Number: 8841



Name of School Principal:

Lyn Boyle

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Name of School Council President:

Steve Bullock

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Date of Endorsement:

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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 regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Lara Secondary College promotes excellence in every individual. Our vision is to provide a community of care within a dynamic learning environment which enables all students to develop academic, social and workplace skills. Our core purpose is to empower and every individual student to realise their potential. Currently in our fourteenth year of operation our student numbers have stabilized at close to 800 students, with 54.99 equivalent full time teaching staff, 3 Principal class and 22.86 educational support staff. Our College community established our school values of Teamwork, Commitment, Excellence and Respect, and our trademark "Live our Values", collaboratively, which has enabled clarity in the establishment of agreed and expected behaviours for all members of our community. Student learning is not possible without a strong sense of wellbeing and we continue to implement world best practice in developing positive behaviours. In the Middle Years we have established a highly successful team structure with students in Years 7 through to 9 spending more time with fewer teachers. Our highly successful Connections program at Year 9, our Central studies program at Year 10, and a newly developed Applied Learning program in the Senior Years have contributed to our impressive results in student engagement and wellbeing. It has been rewarding to be acknowledged as being at the forefront of achievement in Australia for our success in the implementation of the Professional Learning Community framework which ensures consistency across the school in monitoring individual student learning and ensures that all students achieve success. Our success reflects the passion of our dedicated teaching and support staff in our collaborative and innovative approach to continuous learning. Our ongoing pursuit of continuous improvement in every aspects of our work is supported by engaging consultants in Developing Positive Behaviours, Professional Learning Communities, The Art and Science of Teaching, literacy, numeracy and leadership across the school and will ensure our ongoing success.

### Achievement

Student outcomes in AusVELS, NAPLAN, VCE and VCAL indicate that we are doing as well or better than expected on the school comparison measures. Teacher judgments of student learning in years 7 – 10 recognize higher than state achievements in Maths and equivalent to state achievements in English. NAPLAN data reflects equivalent growth in all areas with the exception of numeracy. Both NAPLAN and VCE data reflect similar achievement to state. Program for Students with a Disability students showed progress at a satisfactory level or above in achieving their individual goals. In 2015 we continued to strive for continuous improvement through the maintenance of a culture of excellence and high expectations. Embedding our Professional Learning Community framework saw consistency across the school in increased monitoring of every aspect of student learning with an assurance that all students will be successful in attaining essential learning through a three tiered intervention model. High levels of teacher collaboration in professional learning teams with a clear focus on explicit learning intentions, success criteria, rich and differentiated tasks and effective feedback, continues to be a critical aspect of our work as we extend our learnings through our intense focus on "quality instruction". External consultants have been employed to support even further development in all key areas of our work. Increasingly high levels of accountability for teachers and students will ensure this success.

### Engagement

It is impressive to note that our student engagement continues to be significantly higher than expected on the school comparison measure for attendance. This is a result of continued development of programs to ensure high levels of engagement and the continuous review of the effectiveness of programs and processes established, along with rigorous measures of accountability for student attendance. The recent development of the Wellbeing and Intervention team and a highly structured process to ensure a reduction in chronic absenteeism will continue to improve our outcomes. Student retention shows slightly higher results in comparison to the state average which reflects the strength of our innovative programs from year 7 – 12. The appreciation of the importance of strong relationship between students, and between students and teachers, is a key to our success and has been achieved through ensuring structured programs are in place to build confidence and resilience, and that there is an opportunity at every year level for students to spend extended periods of learning time with key teachers.

### Wellbeing

Our Students Attitudes to school data reflects very high levels of wellbeing across the school. The Students Attitudes to School survey data average scores indicated that our results are generally higher than all state schools and significantly higher when compared to all Victorian Secondary State schools. Positive results have been maintained through a continued focus on the maintenance of calm and orderly classrooms and the introduction of the School Wide Positive Behaviours framework which continues to see increasingly impressive students response to the structured acknowledgement of positive behaviours. Increased opportunity for student voice through a strong Student Representative council, the building of an increasingly strong house system, along with regular focus group meetings with students at each year level continues to provide opportunity for further student input and feedback. High levels of student engagement are regularly reported via the Attitudes to School Survey as indicated by student perception of teacher effectiveness, stimulating learning, and importantly, teacher empathy – all in the top quarter of the state. Specific wellbeing data from the Attitudes to School survey also indicates results in the top quarter of the state including high levels of student morale and student safety. Student motivation is being seen as a result of higher expectations and rigorous structures to ensure that expected standards are achieved. A strong and positive school culture continues to be further enhanced through increased distributive leadership and continuing to embed our trademark "Living Our Values" of excellence, teamwork, commitment and

respect – including accountability measures to ensure this with staff and students.

## Productivity

The resourcing of a broad range of targeted programs and structures to ensure that we continually focus on maximizing student learning outcomes is a result of careful and strategic financial management. A managed operating deficit, to enable such resourcing, will be offset by funds held in high yield investment accounts. The resourcing of a school counselor who has been appointed to our Senior Leadership Team and community liaison coordinator have enabled the availability of immediate support to maximize student wellbeing, and enabled the development of strong networks and partnerships within our community driven through our Wellbeing and Intervention Team. Extra resourcing provided through DET in 2016 will allow ongoing engagement of consultants in Literacy, Numeracy and Developing Positive Behaviours, Professional Learning Communities, and the Marzarno Institute (Art and Science of teaching) to drive our school growth and development through the provisions of ongoing professional learning for our staff. A highly structured intervention program to ensure that students are meeting expected or above standard will also provide a greater capacity for student learning growth in literacy and numeracy. Grants to support the development of our Performing Arts Centre and for our Hands on Learning program bring enormous benefits to our school and our community.




For more detailed information regarding our school please visit our website at  
<http://www>



## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

### School Profile

#### Enrolment Profile

A total of 775 students were enrolled at this school in 2015, 310 female and 465 male.  
There were 1% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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

#### 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.






#### School Staff Survey


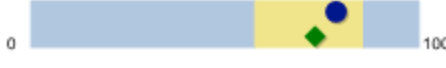


Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.






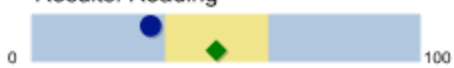






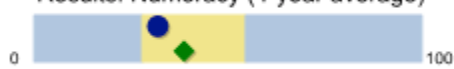




## Performance Summary

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


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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Higher</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>		



## Performance Summary

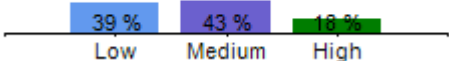
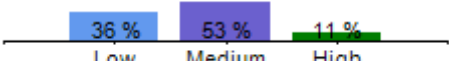
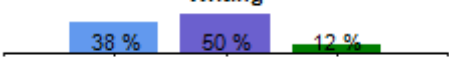
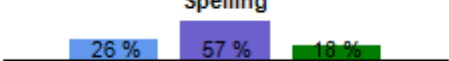
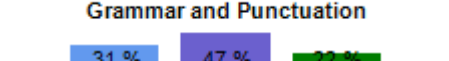
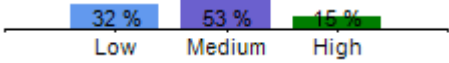
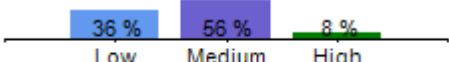
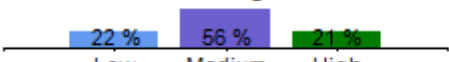
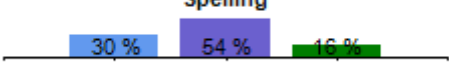
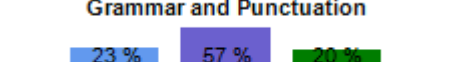




Key: Range of results for the middle 60 % of Victorian government secondary year levels:   
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</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>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</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> Similar</p> <p> Lower</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 

Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b></p>  <p><b>Numeracy</b></p>  <p><b>Writing</b></p>  <p><b>Spelling</b></p>  <p><b>Grammar and Punctuation</b></p> 	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b></p>  <p><b>Numeracy</b></p>  <p><b>Writing</b></p>  <p><b>Spelling</b></p>  <p><b>Grammar and Punctuation</b></p> 	<p>NAPLAN Learning Gain 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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p>Students in 2015 who satisfactorily completed their VCE: <b>94%</b></p> <p>Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>40%</b></p> <p>VET units of competence satisfactorily completed in 2015: <b>41%</b></p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: <b>86%</b></p>		

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels:

Result for this school: ● Median of all Victorian government secondary year levels: ◆

### Engagement

#### Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

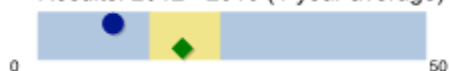
Average 2015 attendance rate by year level:

### Student Outcomes

#### Results: 2015



#### Results: 2012 - 2015 (4-year average)



Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
92 %	90 %	90 %	92 %	94 %	95 %

### School Comparison



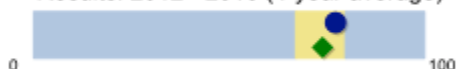
#### Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

#### Results: 2015



#### Results: 2012 - 2015 (4-year average)



#### Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year.

#### Results: 2014














#### Results: 2011 - 2014 (4-year average)





## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

# How to read the Performance Summary

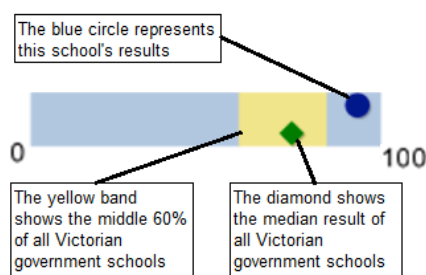
## What are student outcomes?

*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.

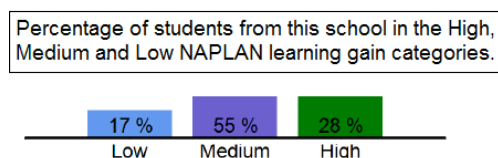
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



Additionally, NAPLAN learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 Aboriginal 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.

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 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$6,486,239
Government Provided DE&T Grants	\$549,738
Government Grants Commonwealth	\$47,938
Government Grants State	\$14,055
Revenue Other	\$87,838
Locally Raised Funds	\$698,630
<b>Total Operating Revenue</b>	<b>\$7,884,440</b>

Funds Available	Actual
High Yield Investment Account	\$13,685
Official Account	\$19,840
Other Accounts	\$965,414
<b>Total Funds Available</b>	<b>\$998,939</b>

Expenditure	
Student Resource Package	\$6,841,392
Books & Publications	\$34,952
Communication Costs	\$21,875
Consumables	\$189,020
Miscellaneous Expense	\$568,142
Professional Development	\$45,245
Property and Equipment Services	\$402,304
Salaries & Allowances	\$256,802
Trading & Fundraising	\$192,792
Travel & Subsistence	\$3,278
Utilities	\$68,628

Financial Commitments	
Operating Reserve	\$280,089
Asset/Equipment Replacement < 12 months	\$34,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$90,000
Revenue Received in Advance	\$12,645
School Based Programs	\$105,384
Other recurrent expenditure	\$114,681
Asset/Equipment Replacement > 12 months	\$350,000
Capital - Buildings/Grounds incl SMS>12 months	\$12,141
<b>Total Financial Commitments</b>	<b>\$998,939</b>

<b>Total Operating Expenditure</b>	<b>\$8,624,431</b>
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<b>Net Operating Surplus/-Deficit</b>	<b>(\$739,992)</b>
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<b>Asset Acquisitions</b>	<b>\$16,082</b>
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Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*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.*

### Financial performance and position commentary

Student enrolments have remained consistent. The closures of several employment providers in the Geelong has had a significant impact on locally raised funds. Family payment of material levies has dropped by over 11% to 64%. SRP Funds have been used to include staffing and resources for intervention programs new to our college, including STEM, Fountas & Pinnell, GRIN and High Reliability Schools model. As planned, a large percentage of replacement PC's were purchased along with replacement furniture for five classrooms.

Financial vigilance will continue in spending to ensure the best student learning programs are available for the

students in our community.