

2020 Annual Report to The School Community



School Name: Lakeview Senior College (8910)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 23 April 2021 at 03:01 PM by Shayne Rule (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 April 2021 at 12:00 PM by Dale Borthwick (School Council President)

How to read the Annual Report

What's changed in 2020?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020
- all subjects for Victorian Certificate of Education (VCE) examinations

Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Lakeview Senior College provides every student with the opportunity and support to pursue the widest range of post compulsory school pathways. This is achieved by through the development of a dynamic and inspiring educational community that improves the learning of all students and ensures that they complete their senior school education with a breadth of educational and vocational choices. Our holistic approach to teaching and learning enables us to build each student's capacity to maintain their own wellbeing and build the effective relationships necessary to becoming strong, passionate leaders of their own futures.

College Values

Our College values were developed through a consultative process by the school community and are reinforced at all times.

Respect is demonstrated by

- Appropriate communication, action and inclusive relationships
- Taking pride in our environment (grounds, classrooms, resources, community)
- Acceptance of differences
- Individuals actively uphold a safe, secure and supportive environment

Responsibility is demonstrated by

- Honesty, mindful decision making and positive actions
- Ownership of personal learning and growth
- Organisation, management and goal setting
- Modelling and encouragement of positive behaviours

Personal Achievement is demonstrated by

- Persistence, risk taking and achieving goals
- High expectations of self and others
- Seeking feedback to improve learning
- Pride in achievement

Framework for Improving Student Outcomes (FISO)

Lakeview Senior College chose to focus on Excellence in Teaching and Learning and Professional Leadership in the AIP at the beginning of 2020. At the same time, the college worked through the school review process across term 1 to formulate our new School Strategic Plan 2020-2023. The College's central development focus is the use of research based strategies to enable teaching staff to improve instructional practice. We look to the best International practice to guide our work and have a shared or common language describing good instruction. Success in this work has resulted in improved student outcomes. The College continued to support practice excellence by implementing the Lakeview Coaching Model which saw a significant number of staff working with a coach to improve practice in line with the Marzano Coaching Framework. Lakeview staff also participated across 2020 in the Leading Literacy program to help us implement a whole school approach to the effective teaching of literacy strategies to improve student outcomes. The College made significant changes to its programs to ensure students are able to effectively use a variety of revision strategies and provided VCE students with a comprehensive revision program which incorporated a report on Unit 3 exams and a wide variety of Connect Education and expert lectures, supplemented by the use of Edrolo in a number of subjects. The College has also established 7 VCE & VCAL networks within the Melton network to support teaching and learning across a range of schools in these subject areas. The highlight of these networks was a full day VCAL professional learning program attended by over 75 staff from schools in our network and beyond at the end of the year. This has also been supplemented by supporting 16 staff to take on the onerous but professionally rewarding task of marking VCE exams.

The college was able to transition into remote learning very successfully as a result of our whole school adoption of

Microsoft Teams at the end of 2017. Staff and students quickly adapted to classes run on this platform and were easily able to submit work, receive feedback and communicate effectively and consistently via this platform. Our attendance in classes remained well above 90% and contributed to the outstanding VCAL and VCE results our students achieved at the end of the year. Staff, students and parents/guardians were surveyed consistently across this period to ensure that workloads remained manageable and changes were made to the delivery of our curriculum based on feedback we received from these key stakeholders.

Achievement

Lakeview Senior College is striving to improve student learning and achievement in all aspects of the compulsory and post-compulsory curriculum, with a specific focus on VCE and Applied Learning through VCAL and VET. All staff at Lakeview Senior College are committed to continually developing their teaching and learning practices with the aim of improved learning outcomes for all students. Staff participate regularly in Professional Learning Teams and use external consultants and professional learning opportunities to develop and refine subject-specific resources with a focus on maintaining consistency across classes and year levels. Whilst remote learning presented significant challenges across 2020, our use of Microsoft Teams facilitated the efficient delivery of content delivery, feedback and assessment and new ways of differentiating learning for students across Year 10, VCE and VCAL. The College's VCE mean study score of 28.6 compares favourably to other government schools and was an increase on our 2019 result. Our highest ATAR score was 98.3 and 17 students received an ATAR above 90. Furthermore 19% of students received an ATAR above 80% and the College saw a significant increase in the number of VCE study scores above 40 from 2.9% in 2019 to 5.1% in 2020. Most pleasingly, 85% of our Year 12 VCAL cohort left Lakeview with a Senior Certificate which matched the 2019 result. More impressively, 100% of our Year 12 VCAL students completed their certificate in a year when a hands on learning program had to be delivered remotely for the majority of the year. In 2020 our Program for Students with Disabilities (PSD) consisted of 23 funded students across years 10-12 each of whom had Individual Learning Plans (ILPs) which were reviewed, evaluated and updated in regular Student Support Group (SSG) meetings. Again, it should be noted that our ability to support our PSD students through remote learning was extremely challenging but they received fantastic support from their teachers and aides as evidenced by the successful completion of their VCAL certificate by many of these students.

Engagement

Student records show a consistently high level of attendance across time. In 2020 the attendance rate was well above the state average at 95%, despite the challenges of remote learning. The excellent attendance rates are encouraged and maintained through innovative curriculum programs including the use of ICT via Microsoft Teams which not only allowed the delivery of our curriculum, but enabled staff and students to remain in meaningful contact across remote learning. ICT and our implementation of the Office 365 suite not only facilitates student engagement and learning, it also encourages communication between students and teachers as it allows for more immediate formative assessment, feedback and advice which builds stronger teacher student relationships, vital to supporting student learning. Retention at Years 11 and 12 is particularly high. The College has a dedicated careers and pathways team that supports students to identify and achieve personal goals for the future and provides advice on suitable learning options within courses in VCE, VCAL and VET. Students exiting Lakeview, following successful completion of years 10, 11 and 12, participate in further study and full time employment at a higher rate than comparable schools and continue to be supported by the careers and pathways team where required. VCE, VCAL and VET completion rates are all well above network, region and state averages.

Wellbeing

The College continues to maintain close links with the two P-9 feeder schools (Brookside, Creekside) to enable effective communication of student need and support strategies. Internally, the College is actively working to capture essential information as students progress through their schooling at Lakeview Senior College. The capacity of the College to provide wellbeing support to students continues to be a challenge with the three student engagement and wellbeing co-ordinators supporting over 150 student referrals. The support we have been able to provide to students has been increased by the decision to employ our own full time psychologist, The College seeks and responds to feedback from parents and students and acts promptly to support students when critical needs arise. The fostering of strong networks and relationships with parents, regional support staff and outside agencies means the College is able

to meet the needs of all students. The wellbeing component of our pathways program enables us to implement a whole school approach to healthy relationships, stress management, conflict resolution and mental health. The student leadership team have become instrumental in reinforcing our whole school approach to wellbeing through the active roles they play alongside staff in the planning, organisation and running of Health Days, 'Are You OK? Day', 'Wear it Purple' day and leading workshops in our weekly pathways program. Much of this was able to continue during the period of remote learning but was also supplemented by the focus that individual teachers had on student wellbeing. Communication trees were set up and all students had regular teacher contact. Furthermore, our wellbeing team implemented a range of programs and initiatives each week on "Wellbeing Wednesdays". Regular student surveys were also utilised to check in and alert us to any developing concerns. These programs and approaches will be continued in 2021 with a greater emphasis on student voice and agency which will utilise student feedback surveys to classroom teachers.

Financial performance and position

The college's financial operation for the year has resulted in a net operating surplus of over \$822514. The college is spending wisely to ensure that a fluctuation in student numbers as a result of moving from 3 to 2 major feeder schools does not place us at risk of significant deficit. Student numbers are expected to moderately decline after 2022 when the last Springside cohort of students finish up. Annual staffing costs increase due to existing staff moving through the incremental bands of our Industrial Agreement and planning must also take into account this annual increase in staff wages. Careful monitoring of expenditure and improved procedures for the collection of monies ensured that our strong financial situation has been maintained. This has enabled the college to further improve the resources available for students. Work has begun to bring about a redevelopment of the gymnasium to allow for the set up of \$150000 worth of donated equipment. This will involve significant expenditure to build a new outside storage facility and an extended indoor space to provide the capacity for students to use this equipment as part of a full classroom circuit. Equity funding has been used to support our well being team including the employment of a full time psychologist, supplement an extensive study and revision program for all of our VCE students, employ ex students to provide tutoring to current students and support the establishment of VCE and VCAL networks within the Melton network and beyond. 2021 will see a significant amount of our surplus used to contribute to the employment of tutors to assist students who have fallen behind with their learning as a result of remote and flexible learning in 2020.

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 1023 students were enrolled at this school in 2020, 524 female and 499 male.

37 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

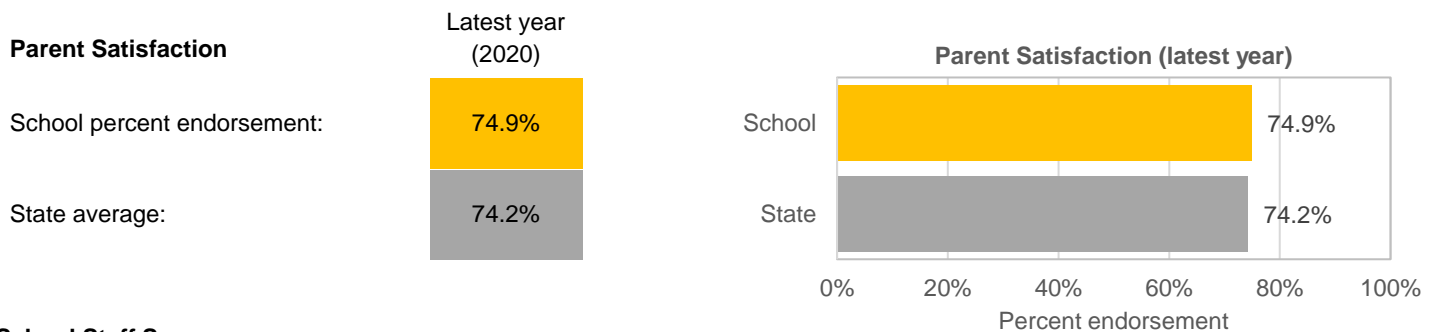
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

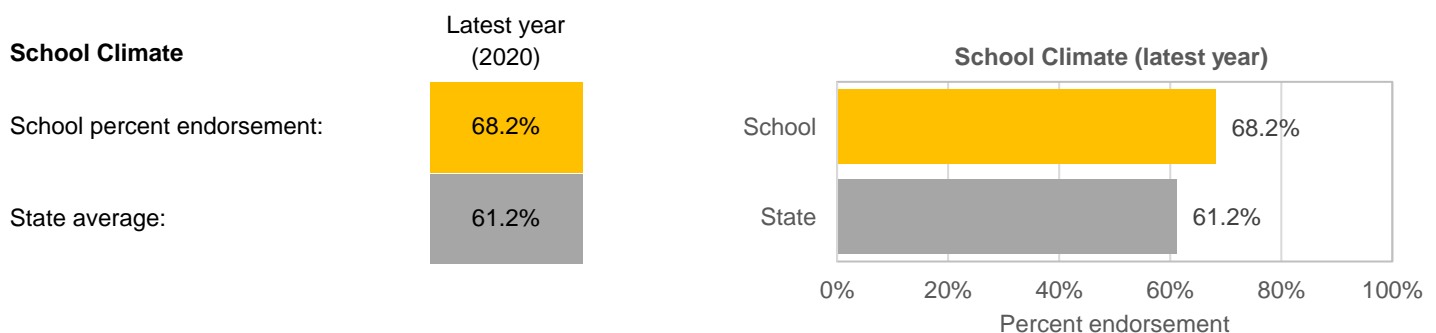


School Staff Survey

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

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

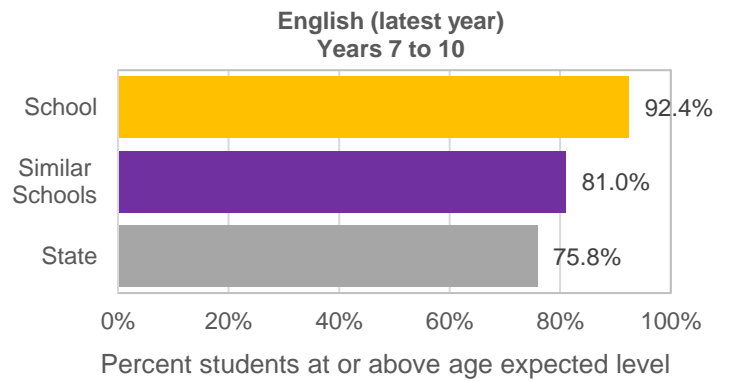
92.4%

Similar Schools average:

81.0%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2020)

School percent of students at or above age expected standards:

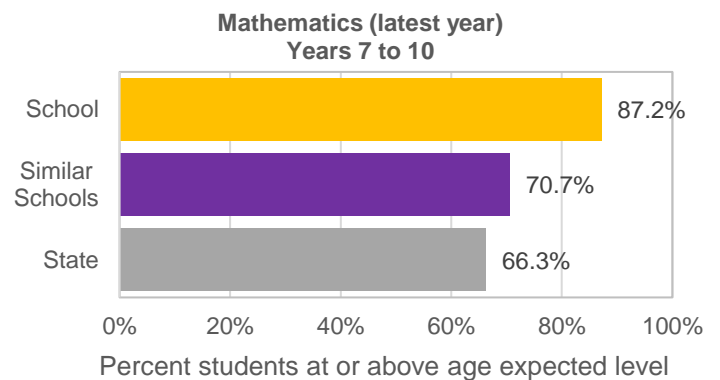
87.2%

Similar Schools average:

70.7%

State average:

66.3%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

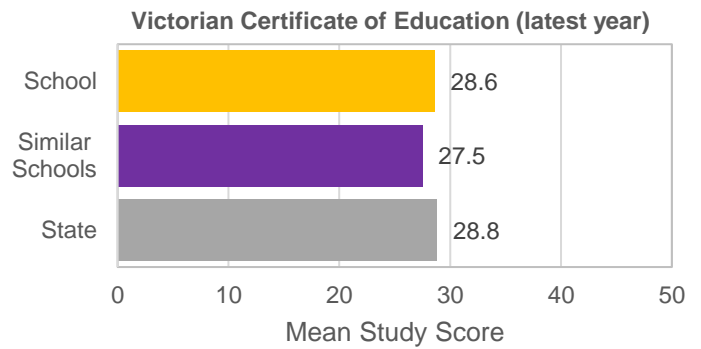
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	28.6	28.5
Similar Schools average:	27.5	27.6
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

96%

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

25%

VET units of competence satisfactorily completed in 2020:

81%

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

98%

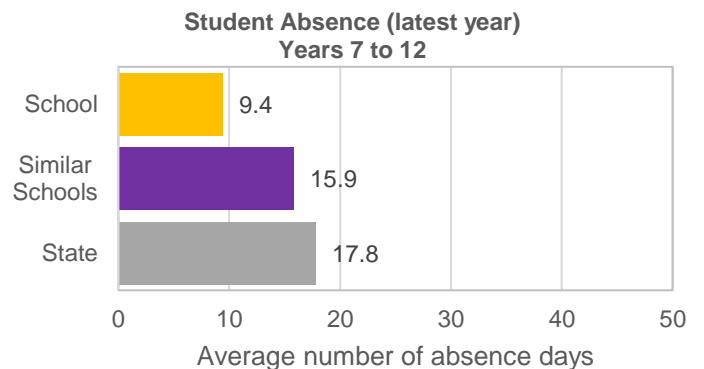
ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	9.4	12.8
Similar Schools average:	15.9	17.9
State average:	17.8	19.2



ENGAGEMENT (continued)

Attendance Rate (latest year)

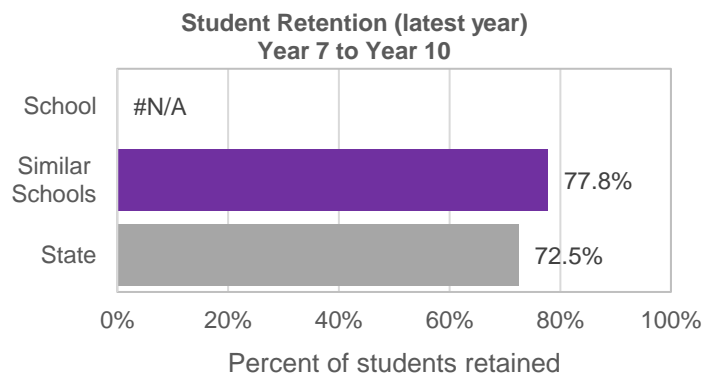
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	NDA	NDA	NDA	95%	95%	95%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2020)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	77.8%	77.8%
State average:	72.5%	72.9%



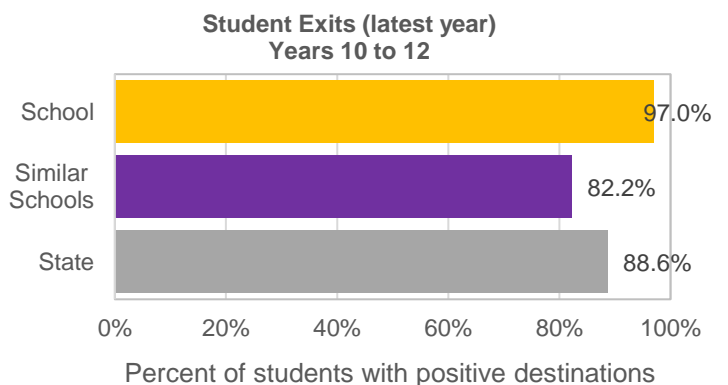
Students exiting to further studies or full-time employment

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

Note: This measure refers to data from the previous calendar year.
Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	97.0%	97.2%
Similar Schools average:	82.2%	83.3%
State average:	88.6%	89.1%



WELLBEING

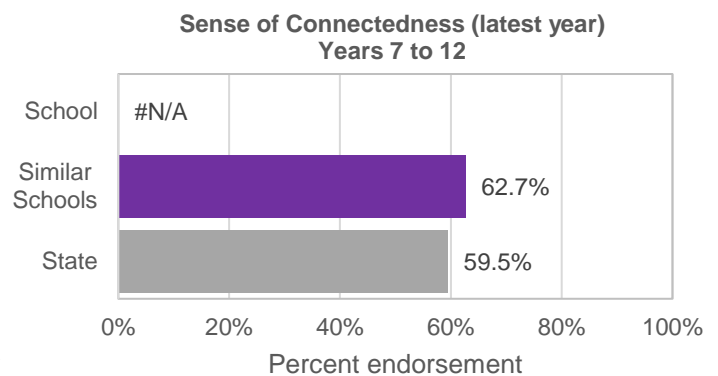
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	51.4%
Similar Schools average:	62.7%	55.7%
State average:	59.5%	55.3%



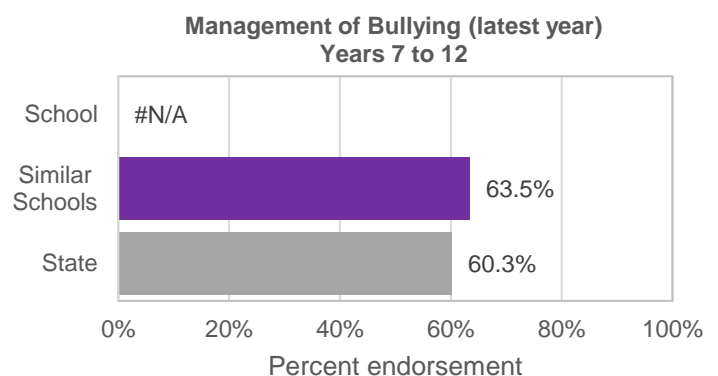
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 7 to 12	Latest year (2020)	4-year average
School percent endorsement:	NDA	59.7%
Similar Schools average:	63.5%	59.0%
State average:	60.3%	57.9%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$10,161,805
Government Provided DET Grants	\$1,852,671
Government Grants Commonwealth	\$4,376
Government Grants State	NDA
Revenue Other	\$65,239
Locally Raised Funds	\$278,973
Capital Grants	NDA
Total Operating Revenue	\$12,363,064

Equity ¹	Actual
Equity (Social Disadvantage)	\$498,538
Equity (Catch Up)	\$88,160
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$586,698

Expenditure	Actual
Student Resource Package ²	\$10,063,120
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$63,653
Communication Costs	\$21,307
Consumables	\$219,836
Miscellaneous Expense ³	\$47,704
Professional Development	\$20,240
Equipment/Maintenance/Hire	\$120,489
Property Services	\$271,738
Salaries & Allowances ⁴	\$136,140
Support Services	\$459,064
Trading & Fundraising	\$27,337
Motor Vehicle Expenses	\$3,849
Travel & Subsistence	NDA
Utilities	\$86,073
Total Operating Expenditure	\$11,540,550
Net Operating Surplus/-Deficit	\$822,514
Asset Acquisitions	\$77,577

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,981,383
Official Account	\$203,091
Other Accounts	NDA
Total Funds Available	\$2,184,475

Financial Commitments	Actual
Operating Reserve	\$225,649
Other Recurrent Expenditure	NDA
Provision Accounts	\$250
Funds Received in Advance	\$146,397
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$11,292
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$347,500
Capital - Buildings/Grounds < 12 months	\$191,998
Maintenance - Buildings/Grounds < 12 months	\$152,831
Asset/Equipment Replacement > 12 months	\$52,212
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,128,128

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.